



# St John's Church of England Academy



**Belonging Believing Becoming**

# Curriculum Policy

## Belonging Believing Becoming

**Date of Review: July 2023**

**Date of Next Review: July 2024**

**Responsible Group: School Policy**

Perseverance

Respect

Forgiveness

Truth

Aspiration



## Curriculum Policy

### Belonging Believing Becoming Mark 4: 30-32

#### Introduction

The purpose of the curriculum at St John's Church of England Academy is to prepare our children for life in the 21st Century.

Our Curriculum is focussed on ensuring that all our children have the best chance to achieve our Christian Vision of **'Belonging, Believing, Becoming'**, which is rooted in **Mark 4:30-32**, **'The Parable of the Mustard Seed'** and **The Diocese of Gloucester Academies Trust** and **The Church of England's vision to 'Live Life in all its fullness'** rooted in **John 10:10**.

In order to do this, children need to understand that it is not just how they can make positive life choices to enhance their own lives, but also how they can help others to do the same. We see the curriculum as the culmination of the broad mix of educational experiences gained by our children; including daily lessons, worship, visits, visitors and extra-curricular activities.

St John's Church of England Academy is an inclusive school where all people are valued and nurtured to become the best version of themselves and responsible members of God's family. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them and encourage adherence with British values.

#### School Ethos and Aims

The overall aims of the curriculum are to:

- Enable all children to understand that they are all successful learners and understand the skills and attributes that are needed to be a successful learner.
- Enable children to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach children the basic skills of literacy, numeracy, computing, science and humanities.
- Enable children to be creative through art, dance, music, drama and design and technology.
- Enable children to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand the fundamental British values, equal opportunities for all and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and Gloucestershire syllabus for RE.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.

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- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The National Curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

We aim to provide a stimulating high quality curriculum that is fully inclusive, recognising the uniqueness of all children and enabling achievement and enjoyment for all. We follow the National Curriculum to equip the children with the skills and knowledge to develop academically, socially and spirituality and to take responsibility for themselves as active learners. We provide a curriculum that is rooted upon a progressive set of skills and knowledge. We follow Understanding Christianity and the local agreed syllabus to teach Religious Education. Our enquiry curriculum is supported by resources from Foresters' Forest.

Our curriculum opens our children eyes to the world around them, making connections with and beyond the wider community, widening their horizons and building the confidence they need to flourish as 21<sup>st</sup> Century lifelong learners.

Our intention is that our curriculum opens our children's eyes to the world around them through researching local, national and global events and discoveries that have shaped our communities. We aim to make connections beyond our local community to enhance our knowledge of the social, economic and environmental events that have had an impact on our daily lives, in the past, now and into the future. This enabling curriculum will help build the confidence they need to prepare them for the next phase of their education.

Our curriculum equips our children with the knowledge, skills, wisdom and the cultural capital that they need to succeed in life. It is sequenced and progressive so that children can systematically accumulate knowledge, which becomes embedded in their long-term memory. This approach enables children to make meaningful connections in their learning. *'The main purpose of curriculum is to build up the content of long-term memory so that when students are asked to think, they are able to think in more powerful ways because what is in their long-term memories makes their short-term memories more powerful. That is why curriculum matters'* Dylan William 2018.

### Statement of Intent

#### Intent

#### What you will see

#### Belonging

Creating a whole school community in which all families are encouraged to play an active role in their child's education.

A school community that has welcoming, respectful relationships between children, families and staff with the child at the heart of all that we do.

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Children will learn to respect the world they belong to and value the similarities and differences in the wider world.

### Believing

To equip the children with the knowledge and skills to grow academically, socially and spiritually.

Children are curious and inquisitive and able to persevere and keep trying when things get difficult.

Children are willing to explore and have a go, actively engage and raise questions to make the most of a wealth of opportunities.

Children are encouraged to develop their own self-belief to become the best versions of themselves

### Becoming

To provide a safe, happy and healthy environment in which children can flourish and are given the skills, knowledge and opportunities to adopt a healthy lifestyle with high aspirations for their future.

Happy children who are able to make decisions that have a positive impact upon their lives.

Children who are able to articulate their choices and the positive differences that these will make.

Children developing as respectful and responsible members of God's world, able to explore what and how people believe.

Children have an aptitude for dialogue to participate positively and fairly in the world.

### Curriculum Implementation

We recognise that Maslow's Hierarchy of Needs must be addressed in order for children to reach their potential (Appendix1) and our pedagogical approach is based on Rosenshine's Principles of Direct Instruction (Appendix 2).

Our school vision and core learning behaviours underpin everything we do and encourages children to nurture their own spiritual, moral, cultural and social development.

We follow the Early Years Foundation Stage, where learning is carefully planned around the interests and needs of the children. The National Curriculum is followed in Key Stage 1 and 2, where we provide a broad and balanced curriculum through a combination of enquiry-led learning and discrete subjects. We ensure that our children use and apply their learning across a range of subjects, allowing them to deepen and embed their knowledge as well as make connections within and across their learning. To deepen and develop children's learning they are provided with well thought out practical learning experiences including a range of visitors, visits and the use of our locality.

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In line with the Church of England and Diocesan vision (John: 10 v 10) we use fluid groupings so that no child's learning is capped. Further direct support and teaching is deployed accurately and efficiently to allow every child to flourish.

For further information about the implementation of individual subject, see subject policies.

### **Impact of the curriculum**

The impact of our curriculum will be seen through the outcomes of all groups of children, the values they hold and the learners they become.

We will ensure that the children at St John's Church of England Academy are equipped with the confidence, knowledge, wisdom and skills that will enable them to be ready for the curriculum at Key Stage 3 and become well-balanced life-long learners.

### **Learning Powers at St John's**

Pupils at St John's are encouraged to develop and grow their learning behaviours through 5 key approaches.

- Being **Brave**
- Being **Resilient** and bouncing back when things do not always go as planned
- Being **Articulate** and talking about their learning
- Being **Inquisitive** and asking questions
- **Never** giving up

The first letters of these 5 words spell the word **BRAIN**.

### **Roles and Responsibilities**

#### **The governing board is responsible for:**

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

#### **The headteacher is responsible for:**

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of children and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

**Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types, keeping children engaged and providing challenge to extend their learning.
- Collaborating with the headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and TAs to ensure those in need receive additional support.
- Celebrating all children's academic achievements.
- Reporting progress of children with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all children and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able children.

**Subject leaders are responsible for:**

- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their subject and reporting on this to the headteacher.
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.

**The SENDCO is responsible for:**

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring children receive the additional help they need.
- Liaising with external agencies where necessary to ensure children who require additional support receive it.

**Organisation and Planning**

- The school's curriculum will be delivered over 190 days.
- Each school day will be split into a morning and afternoon session.
- Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- Using different kinds of questions to engage children and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- Opening discussions around topics so children can learn from their peers and learn how to hold conversations with others.
- Holding structured debates to expose children to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- Using assessments to test children's knowledge and consolidate learning; these can be through both informal and formal assessments.
- Role playing and acting to develop children's empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help children's coordinate series of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

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- Teachers will plan lessons which are challenging for all children.
- Teachers will have due consideration for children who require additional help within their planning and organisation of lessons.
- In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed. Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.
- Disadvantaged children and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- TAs will be deployed within lessons strategically so that they can assist with children who require additional help, but are also able to minimise disruptions where necessary.
- Children with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- Classrooms will be organised so that children have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

### **Subjects Covered**

- The school will have due regard to the National Curriculum at all times throughout the academic year.
- The school will have due regard for the ‘Statutory framework for the Early Years Foundation Stage’.
- The school will ensure that every pupil has full access to the EYFS and National Curriculum.

### **Reporting and Assessment**

- Homework will be used to consolidate children’s knowledge and understanding of concepts covered within lessons.
- Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- Children will also complete national assessments. The results of these assessments will be reported back to the headteacher, children and their parents.
- Special measures will be given to children who require them, e.g. children with SEND, children who are ill, or children who suffer from conditions that inhibit their academic performance.

### **Equal opportunities**

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- The school’s curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

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- The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

### **Supporting children with SEND**

In order to best meet the needs of our disadvantaged children and children with Special Educational Needs and Disabilities, we ensure that every child has their barriers to learning identified and discussed.

Quality First Teaching is our main driver to try to close the gap and appropriate interventions are considered, planned and reviewed termly.

- Children with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- When appropriate children with SEND will work with TAs in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers.
- Children with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The progress of children with SEND will be monitored by teachers and reported to the SENDCO. The SENDCO will work closely with teachers to help them break down any barriers children with SEND have to education.

### **Extra-curricular activities**

- The school offers children a wide range of extra-curricular visits and activities, including overnight stays, to enhance their academic learning and personal development.
- All children are able to participate in the activities and trips available; this may require the visit or activity to be adapted so that a pupil can take part.

### **Monitoring and Review**

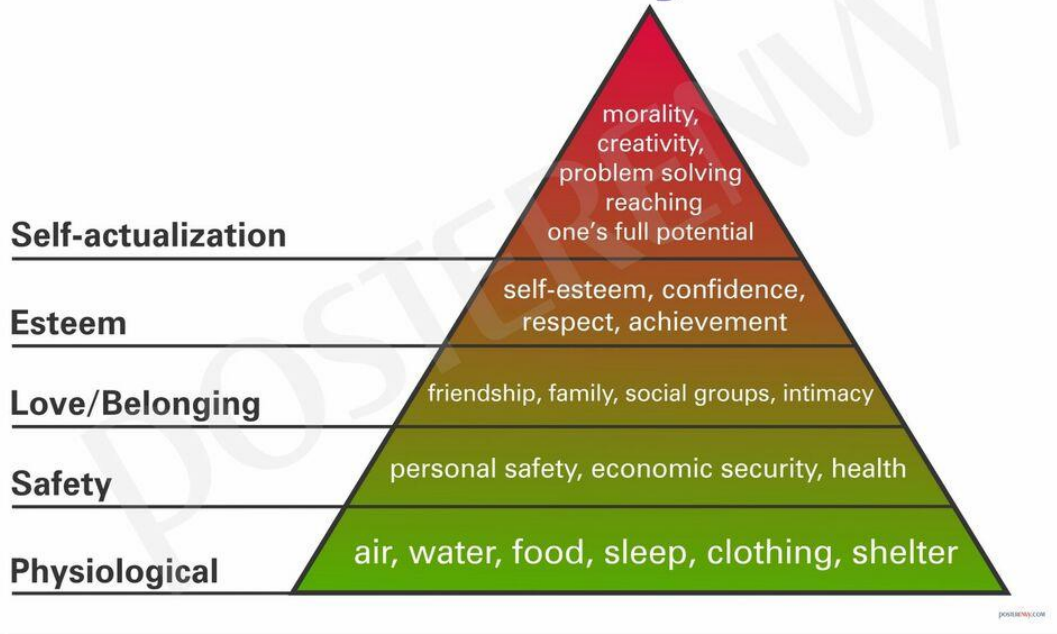
- This policy is reviewed annually by the headteacher.
- Any changes made to this policy will be communicated to governors and members of staff.

**'The beautiful thing about learning is that no one can take it away from you.' BB King**

## **Appendix 1**



# Maslow's Hierarchy of Needs



## Appendix 2

### Rosenshine's Principles of Direct Instruction.

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review