



Approved by:	Headteacher		Date: 8 th June 2020
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Next Review on:	September 2020		

Curriculum Policy

Covid 19 Amendments

St Saviours Primary School is a caring, respectful and inspiring community made up of exceptional pupils, parents and staff. We are proud of how the whole school community is coming together during this difficult and unprecedented time.

Our full curriculum is currently suspended. We have now moved to a remote teaching model, which allows us to continue our educational provision as pupils access their day-to-day lessons online from home. New routines have made working remotely a success: pupils and teachers are following an amended timetable to ensure that the right balance is struck to enable the students to continue to learn whilst also taking into account the amount of screen time, and include a range of projects for the younger year groups. This provision is under ongoing review in consultation with parents and staff. We have had to remove some subject areas from the curriculum that would not be appropriate for home learning such as puberty in PSHE. We will revisit this when we return to school.

As soon as the school was closed all subject leaders devised subject action plans across three phases; how can we support children *now* during school closure, the *transition* phase which includes the recovery curriculum and looking to the *future* and how we can develop our subjects

Our weekly newsletter is written sharing the children's home learning and has an increased focus on pastoral care and wellbeing. This continues to keep the community in touch with one another in challenging times.

Pastoral care continues to be at the heart of everything we do and during this period of remote learning, it becomes more important than ever for us all. We aim to retain, as far as possible, pastoral provision in order to ensure that pupils' wellbeing and safety are maintained. Our Family Liaison Office and Play Therapist continues to be in regular contact and supporting our families.

This is an unprecedented situation for us all of us: we will continue to do all that we can to make the path forward as smooth as possible for our whole community and we are so thankful for everyone pulling together. It really does reflect the School's vision of care, respect and inspire.

Introduction

“Creativity is a great motivator because it makes people interested in what they are doing. Creativity makes life more fun and more interesting.” Edward De Bono

We, at St Saviour's, strive to offer all of our children a world of inspiration and exploration through our thematic curriculum in order to help discover who they are and the world around them and how it works. We are committed to the development of the whole child through the provision of a progressive thematic curriculum, which nurtures and celebrates children's skills and talents.

Our curriculum is inclusive. It takes into account the needs of different groups, including the most able and pupils with special educational needs and disabilities. We provide an inclusive curriculum that offers challenge and success in fair measure to all children.

Teachers are encouraged to innovate in all that they do. Every topic, lesson and objective has its roots with the children for whom it has been planned. Thorough assessment ensures sustained progress for all.

We support creativity with our staff in deciding how to contextualise, extend, deepen and embed the curriculum and learning experience. This gives our children a rich and enjoyable school life, that equips them with both the very best standards on transition to the next stage of their education, and a love of learning that considerably improves their life chances.

Our Curriculum aims

- Be broad and balanced in themes, and allow for a creative approach to learning.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles and opportunities.
- Embed key skills in order to prepare children for real-life and everyday situations.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Allow pupils to develop at their own pace so that they all have the opportunity to learn in order to master concepts.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.

Thematic Curriculum

The Creative Curriculum has been organised into integrated topics or themes. Each theme has been given a key focus; e.g., Plague, Peasants, Pestilence” historical, and links have been made to other curricular areas within the topic and curricular focus.

Opportunities for Speaking and Listening are optimised and basic skills are delivered through this holistic approach to teaching. The use of Computing is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning. English and Maths skills are taught discretely and need to be applied independently in the thematic curriculum e.g. Report writing in English leads to a report written on the Egyptian Tombs in the Humanities Topic.

Each class teacher is responsible for the delivery of the curriculum through a 'topic based' approach, which incorporates key skills as set out in the National Curriculum and Cornerstones. The theme begins with a memorable experience to capture the imagination and engage. This is followed by a developmental phase where children explore the theme in depth before innovating by applying their new knowledge and skills. The theme ends with an expressive phase where children can reflect on their learning and an exit to celebrate with families.

Although links can be made with all subjects, the following subjects are taught as dedicated, discrete sessions:

- Maths – Maths skills are key to developing everyday skills although links can be made to the curriculum through data handling, position, measurement, especially in Science, DT and Geography.
- English – Phonics, Guided Reading and Handwriting are taught as discrete subjects as they build up basic skills. We are a Storytelling school, which means we follow a process of children hearing, saying, mapping, stepping, deepening, imitating and innovating stories. Children learn to be storytellers and their oracy is developed before their writing skills. Stories are shared with families.
- RE - We follow an enquiry-based approach in Religious Education and use Discovery RE scheme, which we have amended to ensure the two-thirds Christianity teaching.
- PE and Swimming – delivered by class teachers and specialist PE / or swimming instructors. Additional sessions are led by teaching staff. All children from year's three to six swim weekly throughout the year.
- MFL – Spanish – following our scheme of work we teach Spanish in KS2 (years 3-6).
- Music – All pupils will learn to play to experiment with instruments within the Early Years and once they reach Year 1 will learn a musical instrument right the way through to Year 6.
- PHSE – is taught through PATHs, and locally agreed schemes by experts.
- Philosophy 4 Children – is taught through PATHs, and locally agreed schemes by experts.

Extra-Curricular Learning/ Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through off-site visits, visitors into school and shared experiences of the wider school community, e.g., involvement with parents and school links etc. Visits arise when they complement the learning and are linked to topics studied. Competitions linked to PE excellence and effort are timetabled for each half term and specialist training as part of lunch and afterschool provision ensures pupils are prepared for their challenges. Children's' achievements are celebrated regularly through the school newsletters, displays in classrooms and shared areas, structured play and interactive displays and in assemblies where children are encouraged to share their knowledge with the rest of the school.

Oracy

We recognise the compelling body of evidence highlighting the connection between oral development, cognitive development and educational attainment, therefore oracy is an integral feature of all subjects, and quality discourse is encouraged in all lessons. This skill needs harnessing and in this sense, every single lesson is a literacy lesson; indeed every moment of school life.

This begins with early motivation to communicate and to communicate well, through being able to listen and respond effectively, being able to present well to others and, crucially, to reason.

Time and room for self-expression are key in lessons such as mathematics, science and literacy but also fundamental for accurate assessment of a child's understanding throughout the curriculum.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the Thematic Curriculum, supported by the Senior Leadership Team. The Senior Leadership Team is responsible for overseeing the delivery of the Thematic Curriculum through:

- Weekly formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Development Plan and in accordance with the Appraisal Policy.

Curriculum Review

Termly Monitoring takes place in line with the whole school monitoring timetable through book scrutinies, planning scrutinies and/or lesson observations where applicable.