



St John's Priory School

CURRICULUM TEACHING AND LEARNING POLICY

Curriculum, Teaching and Learning Policy

Applies to:

- the whole school including the Early Years Foundation Stage (EYFS), the out of school care and extra-curricular activities inclusive of those outside of the normal school hours;

Aims and objectives

St John's Priory School is a school characterised by traditional excellence, expert pastoral care and inspiring education. We enable children at a formative stage in their development to experience the joy and excitement of learning in an environment, which celebrates individual strengths and talents and allow pupils to develop the confidence, motivation and ambition that are the hallmarks of our school.

Through our teaching we aim to:

- enable pupils to become confident, resourceful, enquiring and independent learners;
- foster pupils' self-esteem and help them build positive relationships with other people;
- develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people;
- cater for the needs of individual pupils;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens;
- Enable achievement and provide challenge appropriate to the ability, interests and needs of each pupil;

We ensure that all pupils are given the opportunity to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- The Headmistress and Deputy Head are responsible for the day to day organisation of the curriculum. They monitor and review long-term, medium-term and weekly lesson plans for all teachers, ensuring that all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives and teaching strategies.
- The Headmistress will undertake an annual formal review of this policy for the purpose of monitoring the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Tracey Wilson

Date: May 2019

Introduction

St Johns Priory School aims to be a well-structured learning environment where each pupil's individual strengths, talents and aptitudes are nurtured and developed. It is the aim of St John's Priory School to provide a broad academic curriculum, which will be delivered within the context of the School Ethos, Vision and Mission. The curriculum underpins the fundamental aims of the School. The curriculum must be seen as the major component of a pupil's education, which, together with the pastoral care and the extra-curricular activities offered, help pupils to develop a wide range of key and transferable skills so that they leave the school equipped to become a valuable member of society. Our planned curriculum activities are organised in order to promote learning and personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm for learning, intellectual curiosity, creativity, personal growth and development.

The School provides an academically challenging environment, which is vibrant, happy, creative and stimulating. Our teachers have high expectations but equally foster a nurturing environment in order to promote pupils' academic growth and to provide the support they need in order to make excellent progress in their studies.

It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of pupils. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave.

The educational journey at the School is organised into:

- The Early Years Foundation Stage (EYFS)
- The Preparatory Department, which is formed of Year 1 to Year 6

Areas of Learning

Linguistic: (including English, French, and Spanish) This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical: This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.

Scientific: This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological: skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and Social: This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Physical: This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative: This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses.

Aesthetic and creative **(including Art, Drama and Music):** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including ICT and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils are encouraged to demonstrate their learning in a variety of ways. We have regular musical/drama events throughout the year, including, School Productions, Class Assemblies Christmas Carol Service and Nativity Play and Informal Music Concerts.

Curriculum Delivery

Curriculum Subject Leaders and the Deputy Head liaise with class teachers to ensure that the content of lessons is suitable for each year group. Teachers use the Cornerstones Curriculum to plan and teach their lessons and lesson plans make provision for differentiation in accordance with the aptitudes of pupils. Children who are identified as having special educational needs are provided for in accordance with their pupil profile as directed by the SENDCo and Deputy Head.

Attention is paid to skills in speaking and listening, literacy and numeracy across the curriculum and not just in English, mathematics, science, French and Spanish. Teachers make cross-curricular links in lessons and all children are encouraged to speak and listen during every lesson. Literacy and numeracy skills underpin all subjects. Children are assessed in literacy and mathematics on a half termly basis with children in Years 3-6 sitting formal examinations twice a year.

Lessons are conducted primarily in English with French and Spanish teachers using predominantly their native languages. Currently, none of the children at the school have English as an additional language. However, if a child was to join our school the SENDCo would be able to advise class teachers on how to ensure the pupil was accessing the curriculum. This might be through the use of visual prompts or clues. The class teacher and SENDCo would work together to provide a pupil profile for the child.

Although we are not a secondary school, we do aim to provide children with information about careers. We hold a Careers Week which enables children to get a feel for the types of careers they may like to follow in future years.

EYFS Curriculum

Little Conkers at St Johns Priory covers the development of children between the ages of three and five years. Little Conkers offer a broad curriculum through Cornerstones which is underpinned with the 'Development Matters' document. This is based on three prime areas of learning:

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

Which are interconnected with the Specific areas of learning:

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

All children in our Nursery receive subject specialist teaching in:

- French
- Spanish
- Music
- Magical adventures

Little Conker's learning and development approach across all areas is underpinned with the ways in which a child engages with other people and their environment- playing and exploring, active learning, and creating and thinking critically and supporting the child to remain an effective and motivated learner.

Our pupils' learning experiences enable them to develop competency and skill across all the learning areas. We aim to create an attractive, welcoming and stimulating learning environment that encourages children to explore, investigate and learn through first-hand experience. Activities are planned for both inside and outside learning. Continuous provision in the EYFS includes water, tactile, sand and creative workshops, ICT, Numeracy activities, drawing, writing and cutting areas and reading and role-play areas. We believe that learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the EYFS.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Individual records are kept for each child and we

have adopted the Tapestry Online Learning Journal system, which is available to parents for viewing on an on-going basis.

Enrichment opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate after school. These reflect the talents and interests of the staff and pupils. The extra-curricular clubs range from construction, judo, Newshounds (current affairs, board games and many more).

Fundamental British Values

All schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Establishing a strong school ethos supported by effective relationships throughout the school and providing relevant activities beyond the classroom are ways we ensure pupils' SMSC development. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance.

It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos, curriculum and teaching support the rule of English civil and criminal law.

To actively promote Fundamental British Values at St John's Priory School we:

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes including our bespoke 'Priory Pinnacle' program;
- Use the Student Council and other elected committees to teach pupils how they can influence decision-making through democratic process;
- Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHEE, History, Geography, RS, and English Curricula;
- Encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns;
- Use Assemblies and PSHEE slots to explore themes relating to democracy in this country and around the world;
- Ensure school rules and expectations are transparent, clear and fair, available for all to consult and that they are used consistently across the different areas and age groups within the school;
- Help pupils to distinguish right from wrong through discussion and modelling positive behaviour;
- Help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules;
- Support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge;
- Encourage pupils to assume responsibility for their own behaviour and acknowledge the effects it may have on others;
- Challenge stereotypes and promote individuality at every opportunity, modelled by staff and older students to set positive examples through the school;
- Work tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated;

- Use Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths, encourage and support pupils in growing their understanding and appreciation of these;
- Use curricular opportunities to encourage critical thinking and deeper understanding of difference and beliefs;
- Discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society.
- Educate our staff in their responsibilities through regular CPD in Fundamental British Values; Values Education; and Prevent strategy

Values

Our school curriculum is underpinned by our school values. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The curriculum seeks to promote the reputation of St John's Priory School as a school with excellent standards of study, which prepares pupils for a life-long involvement in learning. Its curriculum prepares pupils to contribute confidently to an ethnically pluralistic society.

At St John's Priory School our Core Values are:

[Love, Happiness, Respect, Patience, Courage, Perseverance, Peace, Honesty](#)

Through our aims and values, we promote and endorse the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

- Be Healthy • Make a Positive Contribution • Stay Safe • Enjoy and Achieve • Achieve Economic Well-being

Priory Pinnacle

The Priory Pinnacle has been designed to offer our pupils additional opportunities to grow in character; in resilience, empathy and confidence. The program is facilitated by our teaching team and is designed to enhance children's skills in a variety of essential areas including physical challenge, economic understanding, artistic endeavour, community contribution, the development of life-long learning behaviours and personal responsibility and safety. The program is flexible and progressive and will be delivered during school time; forming an essential element of our pupils' education.

The Key Principles of the Priory Pinnacle are that it is:

Non-competitive: concerned with personal challenge and development rather than a contest against others.

Progressive: encouraging young people to become involved with new opportunities that allow for development of learning and the discovery of unknown potential.

The Priory Pinnacle is designed to support and enhance the teaching of our school values program; our PSHEE curriculum; and our SMSC provision. It enables us to fulfill the requirements of the DfE, Every Child Matters agenda and to develop our pupils' character, resilience and community participation. It is also a vehicle for promoting Fundamental British Values.

Personal, Social, Health, Economic Education (PSHEE)

St John's Priory School is committed to providing a comprehensive programme of PSHEE for all its pupils, which is appropriate to their age and needs. Each child's Personal, Social, Health, and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to learning about an individual's cultural heritage. Our weekly circle time lessons allow children to explore emotions, ways to express emotions and strategies to cope with emotions as well as promoting an awareness of the emotions of others and how our behaviour affects others. Our structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation.

We plan our, personal, social and health education through, weekly lessons, assemblies and 'circle time' to help our pupils acquire values and skills to enable them to develop independence and choose their path in life. We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition, our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- Ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- Enables pupils to develop their self-knowledge, self-esteem and self-confidence;
- Encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides pupils with a broad general knowledge of public institutions and services in England; and
- Assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Curriculum Monitoring

When evaluating the quality of the curriculum, we consider:

- the impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities, choices, responsibilities and experiences of adult life;
- the contribution of the curriculum to the school's particular ethos and aims and the impact on pupils' academic and personal development and well-being;

- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon pupils' prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other schools and organisations, including, for example, to provide appropriate careers guidance for our senior pupils;
- the views of our pupils, parents and staff;

Standards of attainment

We carry out data analysis each year and use the data provided to find out how well pupils in our school are achieving, compared with pupils in similar schools. We analyse the statistics to help answer the following questions:

- Do pupils perform better in some subjects than others?
- Are there significant differences between boys' and girls' performances?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any groups of pupils who may be underperforming?
- Can we identify any groups of pupils who are gifted and talented?
- Comparing expectations and estimates with final results.

The Headmistress and Deputy Head carry out regular book scrutiny, whereby books are checked for consistency of marking and being up to date. Planning appraisals are carried out by the Deputy Head, who checks planning is up to date and evaluated. All teachers are observed working with classes once or twice a year, and Newly Qualified Teachers (NQTs) are observed each half term. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development and gives a copy of this information to the teacher. The Deputy and Headmistress uses the information gained from this monitoring process to help identify common development points, which can be addressed in the school's training programme for continuing professional development.

Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all children in the School. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher, along with the SENDCo, assesses this need and in most instances is able to provide resources and educational opportunities, which meets the child's needs within the teaching group. If a child's need is more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for children with learning difficulties and/or disabilities. This includes providing an individual learning programme (pupil profile), which is reviewed on a regular basis. The provision, in this respect is co-ordinated by the Headmistress, Head of Learning Support and the Class Teacher in agreement with the parents.

The school provides an Individual Educational Plan (pupil profile) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Should a pupil be in receipt of an educational health care plan (EHCP), we will endeavour to give them an education, which meets their needs as specified by their plan. In some instances, pupils in possession of

an EHCP cannot be accommodated at St John's Priory School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process. Where a pupil has an EHCP, the SENDCo liaises with the child's teachers to ensure that the education he or she receives fulfils its requirements and participates fully in the annual review the LA undertakes annually if applicable.

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented.