

ST MARGARET'S

SCHOOL

Curriculum Policy

Last amended: May 2021

Next review: September 2021

Introduction

At St Margaret's we aim to provide a curriculum which

- is balanced, broadly based and challenging
- provides a firm foundation for future study in a happy and secure environment
- enables each individual pupil to achieve their full potential
- engenders a lifelong love of learning
- gives every pupil an opportunity to acquire a sense of personal and social responsibility
- fosters an awareness of the wider world
- develops confident independent learners
- is suitable for the age and aptitude of all pupils
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

Junior School Curriculum Overview:

The Junior School has an engaging curriculum and high quality teaching, the children are happy and equipped for a changing world.

Our children in Y1 & Y2, build on the foundations they have secured in their early years. We use the National Curriculum to form part of our practice (using an 80:20 rule) as well as forming a curriculum that is authentic and relevant for our key stage one children. Themes are used to support learning and engagement, along with a robust approach to learning in core subjects (English, Maths and Science).

In Year 3 & Y4, the children continue to focus on building strong core skills across the curriculum. Technology is used as a key part of the delivery of academic learning and children are well supported to make progress in all areas. The curriculum uses themes and high quality texts that children use to reach their focused outcomes.

The children in Year 5 & Year 6 enjoy a broad and balanced curriculum, with an emphasis on the core skills (reading, writing, oracy and fluency in maths) to enhance knowledge and understanding across all curriculum areas. Children use technology to access learning, as well as developing their own tool kit for independent study. The children focus on engaging topics and high quality texts throughout the year.

The Junior School Sections

The Junior School is split into three sections. The Nursery, Lower Juniors and Upper Juniors

Our youngest learners start at St Margaret's in The Nursery which has three academic years, known as Lower Nursery and Upper Nursery and Pre Reception.

The Lower Juniors have the academic years R-Y3. (In reflection of the impact of our youngest pupils from the global pandemic, we made the decision to group Reception, Y1, Y2 and Y3 together, to ensure the children have time and space to develop their core skills and allow a continuity of learning).

The Upper Juniors have the academic years Y4-Y6.

An example curriculum allocation over a two week timetable is below:

En	M a 1	Sc	G g	Hi	TP R	Ad t	M u	Dr	ST E M/ Cs	PE	Ga mes	Swi mm ing	Enr ich me nt	M F L	Out doo r Ed	P S H E	
	M a 2																
10	10	3	2	2	1	2	2	2	2	1	4	2	10	2	2	1	58

The curriculum from Y1-Y6 includes English, Mathematics, Science, Geography, History, Religious Studies R-Y2 and Theology, Philosophy and Religion Y3-Y6. Art, Design and Technology, Music, Drama, STEM & Computer Science. Physical Education, Games and Swimming, Enrichment, MFL (Y3-Y6) Outdoor Education and PSHE.

MFL is introduced from Year 3 and Latin at Year 6. Pupils are taught by specialist teachers in Music from Y3, PE, Games, Swimming MFL, Latin, and Food Technology. As well as Art and Drama from Y5.

Pupils are set in ability groups for Mathematics in Years 5 and 6.

Enrichment is a daily session that enhances the children's educational journey. Enrichment takes place each day and follows a time table of activities that will enhance

our pastoral and academic offer at St Margaret's.

Activities that are part of enrichment are: Woodland wellbeing walks, Maths fluency sessions, Reading, Handwriting and fine motor skills, Atom Learning and Independent Study including Go Curiosity.

Resources and programmes that support the Junior School curriculum:

Atom Learning - Online platform to support verbal and non-verbal reasoning

Go Curiosity - A platform for 9-13 to harness problem solving and solutions.

Teach your monster to read - An online platform to support phonics and reading.

Google classroom - Our online platform to deliver teaching and learning, homework and remote lessons.

EYFS Curriculum

This section should also be read in conjunction with our EYFS policy.

The EYFS at St Margaret's is underpinned by the best practice from the EYFS Curriculum. Our key resources in our planning are our individual children, we reflect on a child's journey, are present with them in their learning and plan to support their next steps.

We believe that if children are to learn effectively, they must be happy, confident and feel valued within a nurturing environment. We seek to provide a balanced education for our pupils in order for each child to fulfil his or her potential, becoming an effective learner ('learning how to learn').

Junior School & EYFS Personal and Social Development

We aim to provide a nurturing environment, through small classes and highly committed staff who know the needs of each child thoroughly. Close collaboration with parents and carers through our 'Open Door' policy ensures communication on a very regular basis. Staff are visible and available at the start and end of each day to ensure that children receive appropriate pastoral support and that both the class teacher and parents are aware of critical incidents affecting the child's wellbeing. The reading record book is also used as a means of communication between school and home.

Staff are expected to immerse themselves in the needs of the children throughout the school day. If needed, they will provide support for individuals at playtime. Staff have lunch with the pupils in order to monitor what they eat and ensure that a healthy lifestyle is promoted.

Traditional values, such as politeness and taking pride in one's achievements and appearance are promoted through our rules and awards.

SRE is taught as a part of the PSHE programme. Pupils are arranged into single-sex groups when gender sensitive material is taught, for example, lessons on puberty.

Junior School & EYFS More Able Children

We believe that every child should be stimulated and learning should be appropriate to the stage that each child is at. However, children who master skills quickly must be given a wide breadth of experiences with opportunities to think critically and creatively about the learning activities. Progressing to higher levels of rote learning will not be at the expense of thinking skills. If a capable child's behaviour or performance indicates that special consideration is needed, over and above our usual policy on differentiation, an individual education plan will be completed. This will be shared with parents and reviewed every term.

Junior School & EYFS | Special Educational Needs and Specific Learning difficulties

Activities such as spelling, reading, number bonds, handwriting will be appropriate to the level that each child has reached. If a class teacher recognises particular areas of difficulty, the Head of Learning Support will be informed, through an initial concern form, assessments and discussion will take place and if required the child placed on our 'Special Needs Register' and particular individual activities within a 1-1 basis will be provided. Parents will be informed, shown the IEP and will be offered the opportunity to collaborate with the teaching staff.

Children that have an EHCP are supported and prior to admission, we ensure there is a match between the child's needs and the Education we offer at St Margaret's.

Junior School & EYFS | English as an Additional Language Or Languages other than English

We value all children and work with families of children that speak a language other than English at home. Our focus will be to ensure the child understands and can express their needs, as well as access the learning opportunities, as our curriculum is delivered in English.

Junior | Assessment

Children in the Junior School are assessed both formally and informally with a combination of teacher judgement, summative and formative assessments. The use of standardised tests in English and Maths take place from Y1-Y6 and this data is used to inform a child's next steps, the curriculum and cohort analysis, as well as identify children that need additional support, stretch and challenge.

Senior School

Years 7 – 9 (KS3)

The curriculum for Years 7-9 consists of lessons in: Mathematics, English, Science, French, Chinese, Spanish, History, Geography, Latin, Religious Studies, Art, Music, Physical Education, Drama and Computer Science. Design Technology is delivered through Art lessons. There are also Personal, Social and Health Education lessons once a week. Classical Civilisation is offered from Year 8 as an alternative to Latin. Careers guidance is incorporated into the PSHE programme of study.

Ability setting is introduced for core subjects according to the needs of each year group. During Year 7 pupils are divided into sets for Mathematics according to ability and for MFL according to previous experience of learning languages. By Year 9 Mathematics, Science and MFL are taught in ability groups.

Pupils are taught in mixed ability classes in all other subjects. Pupils in Year 7 have taster lessons in MFL alongside a core MFL; the core language alternates annually between Spanish and French. Pupils then have the opportunity to choose a second foreign language from either Mandarin, Spanish or French to continue with to the end of Year 9. Pupils wishing to concentrate on one modern foreign language may choose to focus on one language and attend academic support classes in place of a second MFL. Latin is also taught to all pupils from Year 7.

Years 10 – 11 (GCSE)

In Years 10 and 11 pupils take 7-9 GCSE subjects. Our curriculum provides access to the full range of Higher Education institutions and allows time for the pursuit of life-enhancing co-curricular activities.

English Language, English Literature, Mathematics and Science are compulsory GCSE subjects. Pupils who do not speak English as their first language may take IGCSE English as a Second Language in place of English Language and English Literature.

In addition pupils may choose three subjects from Art and Design, Drama, French, Geography, German, History, Computer Science, Latin, Classical Civilisation, Music, PE, Religious Studies and Spanish. All pupils have lessons in Games, Personal, Social and Health Education and Citizenship. All pupils are expected to take three optional subjects to examination.

Pupils who are native speakers of languages other than English will be supported in sitting a GCSE in their first language.

Careers guidance is incorporated into the PSHE programme of study. Pupils may either study the separate sciences, leading to GCSEs in Biology, Chemistry and Physics; or

Combined Science, which culminates in the award of two GCSE grades. Throughout both Science courses pupils attend the same number of lessons each week in the three sciences and are taught by specialist Biologists, Chemists and Physicists who ensure that pupils are fully prepared to take the Sciences at Advanced Level should they wish to do so.

Some GCSE subjects include NEA (non-examination assessment) components which may take place in Year 10 and/or Year 11, as well as final examinations in Year 11. All GCSE courses are linear.

Years 12 and 13 (A-levels)

Entry to the Sixth Form is dependent on pupils achieving the entry requirements for the subjects they wish to study at Advanced Level as set out in the current version of the Sixth Form Information Booklet. In the Sixth Form most pupils will study four subjects in Year 12 and continue with three of their subjects in Year 13 to gain the full Advanced Level qualifications. Particularly able pupils are encouraged to continue with four subjects throughout the two year course. Performance in Year 12 internal examinations informs whether a pupil may continue a subject in Year 13.

The following subjects are currently offered at A-level: Art and Design, Biology, Chemistry, Classical Civilisation, Economics, English, French, Geography, History, Computing, Latin, Mathematics, Further Mathematics, Music, Photography, Physics, Politics, Psychology, Religious Studies, Spanish, Drama and Business Studies. A BTEC in Sport is also offered.

All examinations are taken at the end of Year 13. Mock examinations are held in the Spring Term of the final year. Entry for the final examination is dependent on a satisfactory performance in the mocks. Sixth Form pupils participate in a full General Studies programme which includes expert careers and higher education advice and extensive co-curricular opportunities.

Pupils who are native speakers of languages other than English will be supported in sitting an A-level in their first language, where suitable instruction is available.

Senior School Schemes of Work

Departmental schemes of work are overseen by Heads of Departments and Heads of Faculty. Schemes of work are refreshed annually, ensuring lessons are suitable for all pupils at their age and aptitude. Planning is informed by pupils' individual learning needs using information shared on the MAT register, Learning Support register and EAL register.

Lessons at St Margaret's effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society. The School promotes mutual respect and tolerance of those with different faiths and beliefs, valuing learning experiences which foster pupils' awareness of historical, cultural and social factors influencing current societal debate. For example, literature studied in English lessons includes examination of racism

in 20th century America; in History lessons, pupils study the Holocaust. In order to best allow pupils to understand fundamental British values, some lessons may include language or content from other cultures or periods in time which could be deemed offensive by contemporary British standards. Such language or content will never be gratuitous. Staff will forewarn pupils when lessons may include such language or content.

Special Educational Needs and English as an Additional Language

Special educational needs and learning difficulties are assessed and monitored by the SEN Co-ordinator who advises and works alongside teaching staff throughout the School and provides one to one support where needed.

Teaching in English as an Additional Language is provided by dedicated specialists for those who require it at all stages of their education. In the Senior School pupils are either prepared for GCSE English, iGCSE English for second language speakers or IELTS examinations.

The School's EAL and SEND policies should be read in conjunction with this policy.

More Able and Talented

More Able and Talented pupils are provided with extension opportunities both within lessons and through the broader co-curriculum. MAT pupils are recognised, supported, inspired and challenged to ensure they do not underachieve and that they maximise their potential.

The School's MAT policy should be read in conjunction with this policy.

Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education reflects the School's holistic aim and ethos and provides a vital foundation for the personal development of young people in preparing them for adult life. We aim to educate the child as a whole person and build this into the curriculum day to day throughout the school with an additional weekly PSHE lesson. Schemes of work provide pupils with the opportunity to learn about the issues that affect their everyday lives. Lessons include discussion of these issues and enable pupils to share their feelings and concerns.

SRE is taught as a part of the PSHE programme. All PSHE lessons are taught in co-educational groups. Pupils are arranged into single-sex groups when gender sensitive material is taught, for example, lessons on puberty.

PSHE is taught at Key Stages 3 and 4 in one lesson during the school week. PSHE is delivered to sixth form within the General Studies programme.

External speakers are also brought into supplement the programme for the pupils and a Wellness Evening is planned regularly for parents to learn about the issues that their children face and to provide them with support and guidance.

Junior & Senior School | Physical Education

Throughout Key Stages 1 & 2, a wide range of clubs and sports are offered including football, netball, lacrosse, swimming, gymnastics, dance, tennis, athletics and cricket.

At Key Stage 3 core Physical Education lessons are taught in co-educational groups, with the exception of contact sports where single sex groupings are deemed necessary. The range of sports on offer at Key Stage 3 expands to include basketball, hockey and trampolining. At Key Stage 4 sports opportunities will be extended to include fitness training, volleyball, softball and ultimate frisbee. GCSE P.E is an optional subject at Key Stage four taught in co-educational classes.

All Sixth Form pupils are able to access the wide range of club and team opportunities described above.

End of policy