



Saint Pierre School,
16 Leigh Road, Leigh-on-Sea, Essex SS9 1LE

Curriculum Policy

Policy Owner (Position)	Last Updated By (Name)	Date of Last Review	Date Next Review Due
Deputy Head	Poppy Read	September 2024	September 2026
Read in Conjunction with: Homework Policy PSHE RSE Assessment EYFS			

Saint Pierre School – Curriculum Policy

Introduction

For the purpose of this document, the ‘curriculum’ is all the planned activities which are organised to promote learning, personal growth and development. It includes not only the explicit requirements of the taught curriculum, but also includes the implicit benefits of the, ‘hidden curriculum’ – what the children learn from the way they are treated and the wide variety of opportunities which lie outside the timetable. At Saint Pierre School, we want our children to continue to flourish into positive, responsible people who work well and co-operate with others, whilst at the same time developing their knowledge and skills and becoming competitive, independent learners.

Aims

The aims of the curriculum at Saint Pierre School are:-

- To provide a thorough and broad education which engages, excites and challenges our pupils;
- To include knowledge, skills and understanding appropriate for the age and aptitude and, if possible, the specific interests of the pupils;
- To provide a planned and monitored curriculum which ensures the learning is continuous and that the children make good progress;
- To develop excitement and curiosity for learning and from this ask questions about themselves and the world around them
- To give children significant time to learn new skills and practise these in order to enable them to become fluent in recall and apply knowledge rapidly and accurately
- To reason following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using specific and relevant vocabulary.
- To solve problems by carrying out a series of steps, unpicking key information and applying their existing knowledge to find a solution
- To prepare pupils for the next stage of their education (including grammar schools) and for adult life;
- To aid children in becoming independent thinkers and learners, getting them to be aware of their strengths, areas of development as well as getting them to think about solutions and methods they can use to solve a task.
- To ensure that the children have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative experiences;

- To promote and prepare children for life in modern day Britain and ensure that the fundamental British values are introduced, promoted and embedded into the daily life at Saint Pierre.
- To promote a positive attitude towards learning with good study skills, so that pupils enjoy coming to school and acquire a solid foundation for lifelong learning;
- To keep children's aspirations and dreams alive;
- To fulfil the requirements of the Early Years Foundation Stage, incorporating the National and School's Curriculum, where possible;
- To help pupils have an awareness of their own spirituality;
- To help pupils understand the importance of truth and fairness and distinguish right from wrong, so that they grow up committed to equal opportunities for all;
- To be able to stay safe online and understand how to use technology safely, respectfully and responsibly.
- To enable pupils to have respect for themselves and high self-esteem and to live and work co-operatively with others;
- To promote and encourage a positive mental health.
- To teach children about scenarios and situations they may be exposed to in different times in their lives and to help them to understand their options and the best solutions for them.
- To ensure children are aware of the wider world through learning about Current Affairs and be open to questions and discussions around events that are occurring in the world
- To ensure children are aware of dangers in society both online and offline
- To protect individuals from being drawn into or supporting terrorism.
- To include all children in the curriculum, including those with SEND and EHCP.

Planning

The Nursery and Reception classes adhere to the DfE Early Years Foundation Stage Statutory Framework 2024 which includes seven areas of learning:-

- Personal, Social and Emotional Development;
- Communication and Language;
- Literacy;
- Mathematics;
- Physical Development;
- Understanding the World;
- Expressive Arts and Design.

The curriculum in the Early Years is further enhanced by an Additional Curriculum, produced termly, which identifies the specific topics and areas to be covered each week in the Early Years. The curriculum is purposely designed to incorporate children's interests where at all possible.

Where possible children in Early Years will aspire to be ahead academically for their age in Maths and English and may dip into the National Curriculum for Year 1.

Between Years 1 – 6, Saint Pierre School has produced its own curriculum which includes many elements of the National Curriculum but with some of the school's own input. Topics include:-

- Verbal Reasoning (Y5 in preparation for 11+);
- Current Affairs (From Y2);
- Life Skills (from Y1)
- French (From Reception)
- Spanish (one term per year for KS2)
- Swimming (From Y1)

In our school we use Long, Medium and Short (weekly) term plans which are continually updated and improved. These plans ensure that there is no unintentional repetition unless for the purpose of a recap to ensure prior knowledge is secure.

Long term plans – these are broad outlines, indicating progression in knowledge from year to year which states the units to be taught in each half term.

Medium Term Plans – These are termly plans that have the subject objectives the children should work towards as well as Topic/ theme suggestions. They also give ideas on what activities could be carried out to achieve this. The activities are not mandatory but can be used as a guide or an idea for teachers to use if they require. These plans are then rewritten and published in the format of Curriculum Guides and are sent out to parents at the end of one term for the following term.

Short Term Plans – these are the day-to-day plans of individual teachers as they plan towards achieving the goals prescribed in the Medium Term Plans. These are used to set out the learning objectives, the differentiation, the activities and the resources for each lesson. Whilst the level of detail is subjective to each teacher there does need to be a clear outline of the learning and task involved with clear indication of how children will be supported or stretched. A new weekly planning sheet is used to ensure appropriate direction in relation to Medium Term Plans. Saint Pierre School does have its own individual Lesson Planning sheet which is available to staff upon request.

From Years 1 – 6, pupils are given the opportunity to experience a wide range of subjects which are organised into a subject based timetable. Whilst extra weighting is given to the core subjects of English and Maths, the following subjects are also covered; Science and Computing, Humanities, Religious Studies, French, Spanish, Guided Reading, Phonics/ Spellings, Drama, Art, Design Technology, Physical Education, Swimming, PSHE/RSE, Religious Education, Music, Life Skills and Current Affairs. Other areas are also taught including Times Tables practise and Handwriting lessons. Where possible, many of these subjects are taught by subject specialists. This year children will be having at least one mental maths/ arithmetic specific lesson each fortnight as a minimum. This is in order to develop the skills required to undertake calculations mentally at speed or develop their core arithmetic skills.

At Saint Pierre School, we pride ourselves not only on the breadth and depth of the curriculum we offer our pupils but also on the fact that pupils can influence what is taught by incorporating their ideas and interests, where possible. Children will work on fluency of the skills within lessons before moving on to applying them through reasoning and problem solving to gain a mastery level of understanding (particularly in Maths). The curriculum at Saint Pierre School is further enhanced by Theme Weeks and Topic Days (where possible).

Delivery

The children in the Early Years have 22 and a half hours of tuition per week, if they attend full time. As well as this, there is morning break, lunch, lunch break and afternoon break.

In Years 1 – 6, Saint Pierre School operates a 35 hour period weekly timetable (inc 7.5 hours of breaks), with single lessons lasting from 30 minutes. Extra weighting is given to English, Maths and Science and to the 11+ examination.

Subject	Number of hours
English	7- 8.5 hours
Maths	5.5 hours
Science	1 hour
P.E.	1.75 -2.5 (inc 30mins- 1 hour of swimming)
Humanities	1 hour
PSHE	60 mins (blocked every other half term)

Computing	45 -60 mins
R.E.	60 mins (blocked every other half term)
Music	45mins-60mins
Drama	30 mins
Art	30 mins (Y1)-1 hour
Life Skills	30 mins- 60 mins (Y2 upwards)
Current Affairs	Up 30 mins (during early morning at least twice a week)
French/Spanish	30 mins

Homework

Homework is set in-line with the school's stand-alone Homework Policy and follows the published homework timetable, which each child receives as part of their new timetable at the start of the academic year.

Inclusion

The curriculum at Saint Pierre School is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum in order to meet individual needs, then this is done with parental and staff consultation.

If a pupil has learning difficulties, Saint Pierre School does all it can to meet these individual needs, in line with the detailed and effective guidelines laid out in the school's SEND policy. The SEND at Saint Pierre is overseen by Miss Molly Christian. Saint Pierre will provide in-class support, individual support, will produce Individual Support Programmes (ISPs), Pupil passports / Educational Health Plans and will fully involve parents in discussions to assist in any way possible. Similarly, children who have English as an Additional Language or those who are deemed Gifted and Talented are also catered for.

All reasonable steps are taken to ensure that children with disabilities or EHC plans are not disadvantaged compared with their peers. Teaching and learning are modified appropriately for children with disabilities, eg they may be given extra time to complete certain activities, the teaching material may be adapted or they may have additional equipment such as overlays.

Learning environment

The learning environment are very important at Saint Pierre and we believe that they are a way of children accessing their learning through having key themes, ideas and vocabulary on display or provided to them to use. We also believe that children should have access to visual aids in each classroom which can support them in their learning. These may include practical resources for Maths, sound mats, word mats, resources such as dictionaries and thesauruses. In addition to support children's learning the environment is used to help showcase the children's successes, achievements of great work or positive examples of things children have done outside of school.

Enhanced provision; Enrichment and extra-curricular

The school is proud of its range of extra-curricular activities which offer a broad range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities. These take part before school, during school lunchtimes and afterschool. The activities tend to have some changes made

half termly or termly. The clubs are mostly run by teaching staff but some lunchtime clubs/activities are run by Year 6 pupils under the supervision of a staff member. In addition to this we have several school events taking place which include theme days/weeks, visiting speakers to the school, trips to the local area, trips to enhance the topics children are learning as well as termly trips/experiences to offer a wide variety of opportunities to our children.

At Saint Pierre we wish to provide children the opportunity to partake in enrichment activities or days out which may have an educational/ physical/ cultural experience to aid their personal development. In the recent years children have had the opportunity to experience attending a premiership rugby match, a London theatre musical, a dance session and Q& A with the dance troupe Diversity, a majorettes taster session and a poetry writing afternoon with a published author, flower arranging class and a survival session to name a few. We feel it is important that school shouldn't just be to provide children with an education but with experiences in which will enrich their lives, give them the opportunity to experience things they may not have before, develop an interest in something new or just to try something a new skill.

The extra-curricular activities and clubs we provide also covers a wide range of areas to develop their skills and interests. Clubs children can attend vary across the year but they have previous included a variety of sporting clubs (football, dance, cricket, athletics, cross-country, paddle tennis), baking, gardening, chess, art, homework, bingo, game boards, choir, 11+ examination prep).

Some of our clubs have led to children partaking in wider events such as Young Voices at the O2, the infant and junior music festival, local and national sporting competitions.

PSHE (Personal, Social and Health Education)

Circle/Discussion Time is delivered twice daily in Early Years (where possible) and occurs in other classes as needed or in their PSHE lesson. Here, a variety of topics are discussed and any 'issues' can be raised. PSHE is delivered as a separate lesson in Years 1 – 6 every other half term but this can be put in as an additional lesson where teachers feel is needed. Our PSHE policy reflects the school's ethos and is enhanced by activities and presentations. Our PSHE policy works alongside our Health, Relationships and Sex Education unit for all children in Reception – Year 6. In Year Six we have added a new unit which covers RE and PSHE together which will prepare them for areas they may be exposed to as they grow up; peer pressure and exposure to potential radicalisation and terrorism. We feel that with the changes to Prevent in schools we need to ensure we equip our children with knowledge and awareness of situations they may be exposed to (particularly online).

Spiritual, Moral, Social and Cultural Education

Saint Pierre School provides opportunities for the development of SMSC through direct teaching of Religious Studies and Current Affairs. However, SMSC permeates the school and is not defined solely by its discrete and direct delivery. Many opportunities arise across the curriculum, depending on the topic and the approach taken.

Further SMSC opportunities at Saint Pierre School include their own varied experiences, interactive assemblies containing a moral and a prayer, discussions, excellent role modelling, positive reinforcement and helping and supporting both local and international charities.

Communication with parents:

Parents are provided with curriculum guides each term which includes the areas being covered in each of the subjects. These are written by the teachers who are delivering the subjects for each year group. Where more detail is required parents can email or discuss the curriculum with the teachers after school hours. Parents also have opportunities at parents' evening and 'meet the teacher' to discuss the curriculum if they wish. Parents receive grade cards and annual reports which determine whether their child is working above expected, at expected level or working towards the expected level in every subject. Saint Pierre have social media in which children's achievements as well as learning is shared and celebrated. The events and themed days that take part at Saint Pierre as part of the curriculum and experiences we offer are sent to parents via an academic calendar.

Resources:

Teachers may use a number of resources from a variety of sources or schemes of work

Roles and Responsibilities

Early Years – In Early Years, curriculum development and the monitoring of its success is the responsibility of the Head of Early Years, Mrs. G. Hoffman.

The responsibilities include:-

- Maintaining and updating, by active consultation with the relevant teaching staff, the aims and objectives of the curriculum in the Early Years;
- To prepare a Curriculum Policy, including schemes of work and the Additional Curriculum;
- To ensure that there is coherence in planning between Early Years and Year 1;
- The requisition, within budgetary allowances, of the resources needed for the effective implementation of schemes of work;
- To help devise and maintain a meaningful system of assessment, including progress tracking;
- To keep abreast of current educational thought and initiatives;
- To attend, and encourage other members of the department to attend relevant in-service training and, where appropriate, share useful information / feedback with the other staff;
- To monitor the effective teaching within the Early Years, through staff appraisal.

Deputy Head and Academic lead (Mrs Read)

The role of the above is to:-

- Oversee the curriculum and planning for all subjects;
- Provide a strategic lead and direction for the curriculum;
- Support and advise colleagues on curriculum issues;
- Aid teachers with planning,
- Monitor and plot children's progress;
- Provide effective resource management;
- Maintain the quality of teaching and learning;
- Review and evaluate weekly planning and provide teachers with feedback when necessary.
- Review curriculum plans and ensure that progression is planned into schemes of work;
- Monitor teacher's marking and record keeping and reflect upon summative and formative assessments contained therein;
- Maintain records of test data;
- Monitor teaching;
- Communicate with the SENDCo to identify children requiring extra support.

SENDCo and Pastoral lead (Mrs Singleton)

The role of the above is to:-

- Communicate with teachers and the Deputy Head to identify children requiring extra support.
- To plan and oversee the teaching assistants providing support to the children.
- To monitor the impact of interventions.
- To implement effective support within lessons/ small groups or one to one basis for pupils requiring support.
- Communicate with parents regarding support their child requires.
- Create and update ISPs related to the curriculum and the needs of the pupils.
- Communicate with other schools for the transition of Year 6 pupils to their secondary schools.

Links:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.gov.uk/government/collections/national-curriculum>