

A place where we aspire to excel in knowledge, faith and love

St James 'CofE Junior School



Curriculum Policy

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The curriculum at St James' reflects the school's vision and school aims.

St James' Junior School is a Church of England school that recognises the common values, which are held by faith. At St. James' we welcome and respect people from all backgrounds and religions as part of our school family.

We have high expectations of ourselves. We help each other to enjoy learning, to achieve the best we possibly can, and to be able to make choices that will contribute to a healthy lifestyle and economic well-being.

We work and play together so that our school is a safe and happy place where everyone feels valued. We want members of our school family to be responsible, confident people who are able to contribute fully to society.

St. James' Vision and Core Values

"A place where we aspire to excel in knowledge, faith and love. (Inspired by 2 Corinthians 8:7)
 St. James' CE Junior School is a diverse multi-cultural school serving the local community. Who we are and what we do is built on Christian values and ethos. Our vision is best demonstrated through our core values: Care, Courtesy, Consideration and Cooperation, which are rooted in the Christian faith.

<p>Care <i>"Love your neighbour as yourself." (Luke 10:27)</i></p> <p>This parable of 'The Good Samaritan' emphasises how we should care for one another regardless of race, sex or beliefs.</p> <p>What this looks like: Our pupils look after and support one another in and out of school. They are concerned about the needs of others.</p>	<p>Courtesy <i>"...to speak no evil about anyone, to live in peace with all, to be gentle and polite to all people." Titus 3:2</i></p> <p>What this looks like: Our pupils are polite to adults and pupils alike. They know courtesy is more than saying 'Please' and 'Thank you' and put it into practise not just in word but also in deed.</p>
<p>Consideration <i>"No one should try to do what will help only himself. He should try to do what is good for others." 1 Corinthians 10:24</i></p> <p>What this looks like: Our pupils are encouraged to not just think about themselves but to consider how their words and actions impact on others.</p>	<p>Cooperation <i>"So the men went up on the roof and made a hole in the ceiling. They lowered the mat so that the paralyzed man was lying right before Jesus." Luke 5: 17 - 25.</i></p> <p>What this looks like: Pupils work together and cooperate in all areas of school life.</p>

Aims

- Enjoy and achieve
- To provide a broad and balanced curriculum that will develop lively and enquiring minds, aspiring.
- To achieve high standards and maximise potential.
- To promote, facilitate and enable the inclusion of all children.
- To develop a sense of pride and achievement in being part of our school community.
- To provide a wide range of creative experiences that will enable children to make full use of their imagination, thus gaining a sense of the responsibilities that their own creative engagement with the world can bring.

Make a positive contribution

- To develop the ability to co-operate
- To nurture a sense of care for others
- To encourage our children to be 'Citizens of the World'.

Be safe

- To provide a safe, supportive and caring environment.

Be healthy

- To provide a range of experiences that will encourage our children to make positive choices about their own well-being.
- Achieve economic well-being
- To work in full partnership with all stakeholders.
- To promote aspiration and innovation throughout the school community.

Introduction

This policy outlines the teaching, organisation and leadership of the curriculum taught and learnt at St James' Junior School.

The policy has been drawn up based on the skills of the National Curriculum, looking at what best suits our school and our pupils' needs. It has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the curriculum leader.

The National Curriculum 2014 is taught to all children in from Year3 to Year6.

National Curriculum

Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

(National Curriculum Framework Document 2013)

Essential Characteristics

At St James,' we want the children to become 'Experts' and develop a mastery approach. We want children to understand the life-long skills that give all the curriculum areas relevance to real life and future career opportunities.

We want children at St James' to develop:

- An extensive base of knowledge and vocabulary.
- A mastery of the skills within each subject and apply them across the curriculum
- Fluency in enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.

- A passion for and commitment to the subjects taught, and a real sense of curiosity to find out about the world and the subjects covered.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about the issues and evidence available.

St James' Curriculum follows The 2014 Primary National Curriculum (NC). However, we are proud to offer a much broader curriculum than the NC, making the most of the many and varied opportunities to broaden and enrich the curriculum for our children. We have developed a theme and skills-based curriculum that successfully offers a wide range of developmental opportunities and ensures that learning is both mastered and has depth.

The mastery pedagogy works on the principle that all learners, with effort, will meet expectations while some learners will be able to access even greater challenges to deepen their thinking further, exceeding end of year (age related) expectations for attainment. Teachers at St James' therefore use Bloom's Taxonomy to support their planning, ensuring that the variation of independent learning tasks allows all children to access learning objectives at the relevant stage in the progression of concepts being taught.

The NC provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We teach key skills for each subject so that the skills practised develop children's knowledge and understanding, within a meaningful context (often a humanities theme), where this is possible.

A revised version of the school's curriculum was introduced in September 2014 and reviewed again in July 2019. Our school has made significant changes, revising school based schemes of work, and a new curriculum map, outlining what topics are to be taught in each year group is published on the school's website.

The National Curriculum comprises core and foundation subjects. The three core subjects are English, mathematics and science and these take up a larger share of curriculum teaching time. As a church school, we also regard Religious Education and Collective Worship as part of our core provision, treating these two areas in similar high regard.

The foundation subjects are computing (formerly ICT), art and design, design and technology, Mandarin (the school has chosen languages - previously Modern Foreign Languages), geography, history, music and physical education (PE). The school's PE coach teaches one lesson each week and class teachers teach one PE lesson per week.

There is also significant emphasis put on the development of social, moral, spiritual and cultural (SMSC) development of individuals. These aspects of learning and development are reflected in the ethos of the school, permeating all that we do. In addition, we monitor, offer assistance and make the necessary follow checks where necessary relating to mental health and stability of our children in collaboration with the government guidelines on mental health.

A key part of school life is enjoying singing in school and all children at St James' attend weekly singing assemblies and perform singing during class and year group assemblies (has not happened due to Covid hope to start in spring 2021).

Themed days and weeks (such as Sports Days, Maths week, World Book Day, Science Week, British Values Day), educational visits and visitors to the school are held to enrich the experiences for the children, while also enhance the curriculum.

The Hidden Curriculum - Life-long Learning and 'The Secrets of Success'

In today's work climate, there is now a need to shift the focus of the curriculum to lifelong skills and preparing children for life after school. Children need to achieve but they also need confidence and resilience in today's competitive world. 'What is going to make our children stand out from the rest?' We know that high academic standards are underpinned by good attitudes to learning. These should be planned for and referred to in every lesson.

Also as part of our curriculum, we promote British Values such as:

- Democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis.

We have agreed that our planning will be based on three principles:

1. Making it Real

- a. We will ensure that we base opportunities for learning on real and relevant experiences.
- b. We will engage our children through creative experiences that are relevant to them and the world they live in
- c. Use stimulus - a visit, visitors, artefacts, videos, plays etc.

2. Using Pupils' to help steer the journey

- a. Taking account of questions and lines of enquiry that the children raise within the framework of content
- b. Involving them in how we can explore these lines of enquiry and how we can demonstrate and present our learning in areas studied

3. Avoid over planning

- a. Allow for flexibility to take account of the above two points. The planning should enable teachers to respond to the needs of the pupils not just teach them a range of content.

In addition to the three principles all teachers will:

- Demonstrate an enthusiasm and interest for a subject to further encourage the children.
- Use children's interests to make learning relevant to them.
- Make use of current events and opportunities.
- Consider the timing in the academic year (When in the year should we teach certain topics to give children better access to outdoor learning and relevance e.g. seed dispersal in the Autumn)
- Consider opportunities to cut down our topics to free up curriculum time
- Consider resource implications

Learning and Teaching

Learning and teaching will be in line with the school's 'Teaching and Learning Policy'. Teaching will always aim to provide real and relevant activities. We have agreed to ensure that:

- The teaching sequence will start with the concrete and move through to the abstract.

- Teaching will encourage the use of real apparatus and resources.
- Teaching will be differentiated (not just by outcome).
- The vocabulary will be made explicit and reinforced through opportunities in the rest of the curriculum (e.g. topic words for spelling activities)
- Teachers use the subject topic maps (attached) decided as a whole staff to ensure good coverage of key skills and knowledge and good progression over the years.
- Some subjects will be taught through weekly subject lessons whilst others will be themed weeks, blocked topic (cross-curricular links) and through Literacy lessons. The approach is flexible.
- Learning objectives for lessons are linked to the outcome, measurable using the 'Bloom's Taxonomy' for assessment and broken down into manageable steps for the children.
- There is a good balance between practical and written work to ensure children have a range of opportunities and experiences and there is good evidence of learning.
- The mode of working is a mix of class teaching, cooperative group work, individual work and differentiated challenges.
- Groups are usually of mixed ability and are encouraged to communicate their findings in a variety of ways.
- Practical work is a purposeful and integral part of the curriculum.
- Children's learning and work is recognised in general display in classrooms and corridors.
- Key questions are often used to direct pupils' thinking and enquiry.
- Resources are varied, relevant and of good quality
- Teachers use effective starters and plenaries to ensure children fully understand and can evaluate their learning and their progression

Extra-Curricular Activities

We believe in developing the whole child and aim to provide a rich variety of additional opportunities for children at St James' including: choir, fencing, football and gymnastics.