



**Policy Name:** Curriculum Teaching and Learning

**General Statement**

All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: [enquiries@stcrispins.co.uk](mailto:enquiries@stcrispins.co.uk)

*These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment.*

*St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

*The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.*

**Availability:**

This policy is made available to parents, staff and children in the following ways: via the School website and on request, a copy may be obtained from the Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head, being responsible for the day to day organisation of the curriculum, monitoring the weekly lesson plans for all teachers, ensuring all classes are taught the requirements of the courses and that all lessons have appropriate learning objectives.
- The Head is supported in this process by the Staff who, observe the way their subject is taught throughout the school.
- The Head along with the specialist teachers review the long-term and medium-term planning, and ensure that appropriate teaching strategies are in place.
- It is intended that the on-going review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at St Crispin's School.
- The Head undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than two years 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.

**Introduction**

The St Crispin's School Curriculum Policy arises from the broad aim of the school. Our school motto is 'Respice Finem' - 'Look to the End. We aim to be a provider of quality, inclusive education for all our children. St. Crispin's previously held CReStED registration to support children with dyslexia and was inspected every three years to ensure that we were fulfilling this aim. Although we have chosen not to continue with CReStED registration, we hold the same high standards and expectations. The Curriculum: Children follow the full National Curriculum laid down by the Department for Education and Skills for small schools.

Foundation, Foundation 1 & Foundation 2	EYFS: Revised September 2021/where relevant the National Curriculum for Key Stage 1
Foundation 2	EYFS Early Learning Goals
Year 1	Phonics Test
Years 2	National Curriculum for Key Stage 1 – KS1 SATS
Years 3 - 6	Key Stage 2 National Curriculum
Years 7 - 9	Key Stage 3 National Curriculum Optional: Functional Skills in ICT, Maths, English: Level 1 and 2
Year 9	GCSE transition: Science, Computer Science, Geography, History
Years 10 and 11	Key Stage 4 GCSE: Minimum 5 subjects, typically 8-10 subjects Optional: Functional Skills/Maths/English/ICT: Level 1 and 2 Optional: GNVQ Courses where necessary

### Curriculum Statement

At St. Crispin's all pupils have access to the Revised EYFS 2021 and full National Curriculum in all key stage areas in all subjects from Key Stage 1, 2, 3 and 4. The SATS examinations are internally marked at Key Stage 1. The ELG's are submitted for the F2 children at the end of the year. The Phonics Test is taken in year 1; Year 2 SATS follow this.

Our main aim is for pupils to improve their personal level; the emphasis being on 'improving oneself' rather than beating others and for each pupil to do their personal best.

No pupils are disapplied from any subject unless this is deemed necessary; or requested by the child or parent, and only takes place after full consultation with parents, pupils and staff.

St Crispin's was in the top 25% nationally for Value added until 2006 when this score was removed by the DfE from independent schools. Our GCSE success rate is significantly above the national figures and Leicester City. These results are not acknowledged by the DfE as our cohort is too small. Pupil progress continues to be outstanding, with pupils achieving over one grade higher than their GCSE CAT predictions on average.

**ICT:** Since the removal of the KS3 ICT test, St. Crispin's has moved across to ICT Functional Skills Level 1 and Level 2 in order to prepare children for office-based skills and provide UCAS points.

**Functional Skills in English, Mathematics and ICT Level 1 and 2:** These examinations have been introduced in Year 9 as a replacement for Key Stage 3 SATS. These examinations are stand-alone examinations and form part of the new Diploma Schemes at Sixth Form College.

**GCSE Course:** In Year 10 all pupils take the core subjects of English Language, Literature, Mathematics, Biology, Chemistry, Physics, and French. Pupils then select from Art, Textiles, History, Geography, Business, Computer Science, and other possible language options (offered with permission from the Head), usually allowing ten subjects to be taken for the first year. After the first year's examinations the number of subjects may be reduced after full consultation with parents if the number of subjects is proving too much for the pupil. Students who struggle with the demands of the individual sciences may be offered the opportunity to switch to Combined

Science after consultation between the subject teacher, the Head master and with the agreement of the parents. It is hoped that GCSE English and Mathematics will always be taken. If a child is disapplied from a subject then usually extra Mathematics or English is undertaken; or other appropriate subjects dependent on the key stage of the child.

**Sixth Form College: PS@16** is used for our pupils to transfer to the Sixth Form / Colleges of their choice following GCSE examinations. Applications to Independent Schools for further study are typically made directly to the chosen school.

### **Curricular Aims**

We endorse the summary statement that 'All learners are entitled to a planned curriculum which is broad, balanced, relevant, differentiated, coherent, inclusive and participative and which has continuity'. We follow the current EYFS, Primary and Secondary National Curriculum throughout the School; and follow the rolling programme for small schools, in order that classes continue to be motivated and enjoy their learning.

Our school's curriculum, along with an extensive programme of additional activities, is planned and organised to promote learning, and personal growth and development. Where appropriate, we go beyond the formal requirements of the National Curriculum in order to enrich the children's experience. The curriculum also includes the 'hidden curriculum' – what children learn from the way they are treated.

We offer a broad, balanced and relevant curriculum at all key stages inclusive of GCSE subjects leading to the English Baccalaureate (where pupils so choose). We want our children to grow into confident, positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

We believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Values**

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. This is enhanced by a large number of extra-curricular activities, giving all children the opportunity to excel and thus grow in confidence and self-esteem. The values on which our curriculum is based are as follows:

- We value child's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our children.
- We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our children, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### **Aims**

Our School motto is 'respice finem', look to the end. We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential

i:\policies and procedures\curriculum teaching and learning .docx

in a more relaxed way. The extension of our school day from year 5 upwards allows us to have more subject time, which takes away some of the additional pressure children can face with their learning. Up to year 9 our homework focuses on the core curriculum content and is generally completed in school, with some additional weekend homework plus daily reading.

Through teaching our curriculum we aim:

- to enable children to become confident, ambitious, resourceful, independent learners, which helps them to grow into reliable and positive citizens with high aspirations;
- to develop lively, imaginative and enquiring minds with the ability to question, solve problems and argue rationally;
- to ensure our children acquire knowledge and skills relevant to adult life and employment in a world of rapid continuous change, including technological change;
- to teach children the essential skills of literacy, mathematics, science and information communication technology (ICT);
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to help children understand Britain's cultural heritage and develop their cultural capital to enable success in the modern world;
- to teach children about the developing world;
- to enable children to be positive citizens who are aware of the needs of others working actively within their community and for local charities;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- to give children the opportunity to take responsibility for their own learning and development, promoting home learning and extra-curricular activities and developing independent learning skills;
- to give children the opportunity to take responsibility for others throughout the School by the use of Monitors, Peer buddies, the House Reward System, and voluntary service within the School;
- to develop personal, moral and spiritual values and tolerance of themselves and others, to value each individual and learn to live together in an atmosphere of mutual respect;
- to develop an understanding of healthy and unhealthy relationships, building strong networks of support to strengthen mental wellbeing;
- to develop children's self-respect, encourage them to understand the ideas, attitudes, values and contribution made by all ethnic groups in our multi-cultural society.

### **Timetable**

A structured timetable is followed with individual records continued from Foundation Level for each child under the guidance of the core-subject teacher and assistants. The timetable of the day is well structured and the children have access to a full, varied and differentiated and inclusive curriculum across all stages.

A generous sporting programme exists for all key stages; along with regular club sporting activities. Sports/PE is delivered by a subject specialist teacher, who introduces a wide range of sporting and fitness-based games and activities. Skills are developed from an early age, allowing pupils to play independently during break times.

Year groups have a class teacher who is responsible for their academic achievement and wellbeing. Class teaching provides a quiet learning environment where the teacher can recognise the individual learning needs of each child. The secondary specialist teachers (French, RE, History, Geography, Games, etc), oversee and generally teach the children in the Junior School from year 3 upwards and this continues through to Senior School allowing for a continuum through to GCSE level with staff really knowing the children and their strengths and weaknesses, ensuring that children continue to make good progress. Children benefit greatly from this and it allows for a continuum of study without the usual 'catch up' which often happens as children transfer to secondary school.

## **Key Stage 1**

Children follow the work outlined in the National Curriculum; this covers all Key Stage 1 work, resulting in the National Curriculum Tests assessment at the end of Year 2 aiming for a standardised score of 100 or more. Topic work for Science, History, Geography, Art and Design, Craft, Games, Singing, MFL, PSHEE/RSE, Music, Maths, Literacy, and ICT take place.

## **Key Stage 2**

Juniors (years 3-6) work to the Key Stage 2 National Curriculum. Clubs and enrichment activities are offered during the week, with pupils encouraged to embrace new experiences and opportunities to learn outside the normal curriculum.

## **Secondary Level**

St. Crispin's junior children gain automatic transfer into our secondary department assuming that their work ethos and behaviour is good. At St Crispin's we ask that children give of their best, work hard and respect staff and other children. Children cannot learn unless they are happy and staff cannot teach unless children adhere to certain guidelines.

## **Academic Life**

- The aims of the senior school are to provide all children with a broad, balanced and differentiated curriculum; for children to enjoy their studies and to leave school with the maximum grades and examinations that they can achieve.
- St Crispin's is designed specifically for individuals who would benefit from an academic education in a small, hardworking, less pressurised family environment.
- We cater for gifted and talented children, dyslexic and delicate children; all with good conduct who are prepared to work hard towards their academic studies.
- Small classes enable us to develop self-esteem, which in turn promotes learning. Children are expected to earn privileges that allow them to work in the IT Room, stay indoors at break and possibly by Year 11 allow them to leave the school premises with parental permission during lunch-time as long as all work is up to date and they are back promptly for afternoon lessons.
- All children are individually tracked and monitored in every subject area every term by subject teachers.
- SMART targets are set by subject teachers and monitored and reviewed as necessary.
- All children are tracked individually via baseline, half-term and end-of-term grades.
- Targets set on reports form the IEP for all children whether on the SEN register or not.
- Children are taught to self-assess their educational level; and to recognise their next steps.

## **Key Stage 3**

During the first term in Year 7 students are assessed based on a range of data including Cognitive Ability Test (CAT) verbal and non-verbal reasoning scores. Children in Years 7 to 9 follow the full National Curriculum for key stage 3. Children are expected to work towards the age-related expectations, maintain or improve their grade in relation to age-related expectations (dependent upon ability) by the end of each academic year. Baseline assessments are teacher assessed at the beginning of each term. Initial assessments are made in spelling, handwriting speed and reading, and ongoing records and reports are kept allowing us to assess progress, and monitor children's individual value-added scores. Children are expected to make progress, however small; this may not be in banding i.e. 1-9, but may be in presentation, handwriting or copying words correctly from the book/board.

## **Year 9: Functional Skills in English, Maths and ICT**

With the withdrawal of KS3 SATS, Functional skills is being taught. These are stand-alone qualifications which provide UCAS points and are a required component of many apprenticeship courses, as such the school is taking part in offering these examinations; these are being incorporated into the Year 9 curriculum in order that we can keep children's options open to allow for more career and university choices.

## **Year 9: GCSE transition**

A number of GCSE subjects are recognised as being 'content heavy'. In order to provide a worthwhile learning experience for pupils and develop understanding beyond the requirements of a GCSE examination, GCSE transition work has been introduced to allow more time to be spent on topics within the subject curriculum and deeper knowledge to be developed. Science, Geography, History

i:\policies and procedures\curriculum teaching and learning .docx

and Computer Science introduce GCSE topics as part of the year 9 curriculum, offering children a deeper understanding and allowing them to make a more informed choice for the optional subjects. Transition work extends rather than replaces year 9 Key Stage 3 content.

### **Year 9: Options process**

Students selecting their Key Stage 4 courses are provided with course details via the 'Options booklet' which is distributed at the start of the Autumn Term of Year 9. Responsibility for providing additional advice lies with the year 9 form tutor, and relevant members of the SLT.

All students in Year 9 complete an options preference form identifying their initial preferences for Key Stage 4 subjects. Students are guided towards relevant options through careers guidance, and the options blocks help to ensure all students keep a broad and balanced curriculum, whilst offering a high degree of choice and personalisation. The option blocks allow students to meet EBacc criteria, but does not insist that students select this combination. We make every effort to offer all subjects but cannot guarantee that it will be possible to meet the first choice options of every student. We endeavour to run as many option subjects as is viable. Year 10 commences with a transitional period, for the first two weeks, where students may review their subject choices subject to parent and staff agreement.

A full GCSE course allowing for up to 11 subjects are followed by children in Year 10 and 11. Other subjects are available as an optional extra. Functional Skills is also taught in English, Maths and Science. The core subjects taken by all students are:

- English Language
- English Literature
- Mathematics
- Biology
- Chemistry
- Physics
- French

Optional subjects typically include (but are not limited to):

- Art
- Business (or Economics)
- Computer Science
- Geography
- History
- PE
- Statistics
- Textiles

At both Key Stage 3 and 4 a wide variety of enrichment activities are provided, with work experience offered to students in Year 10. Students have opportunities to take part in specific learning activities organised throughout the school year. These may include such things as Field Trips, Museum Visits, Art Exhibitions, Theatre Performances and University Visits.

**Careers** is taught as part of the PSHEE work and has been introduced as a topic into our senior school speaking and listening assemblies where pupils research various careers and give a presentation to the senior school pupils. Teachers also present assemblies on career paths which may be relevant to their subject, interests, or experience. Each student develops a career profile in discussion with their form tutor which is revisited annually. Students use their career profile to fully research careers that interest them, allowing them to understand pathways into their areas of interest. Our year 10 children undertake to find a work experience placement and help is given to write CV's and chase up applications. A reference is sought from the placement which becomes part of the child's portfolio for sixth form college entry.

### **Main Principles**

All children, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide and best suited to their needs. This means that we strive to ensure that:

i:\policies and procedures\curriculum teaching and learning .docx

- the curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence;
- the curriculum promotes knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values and attitudes;
- there is equality of access for all children to academic experiences;
- we provide appropriate tasks and teaching techniques to support high expectations and appropriate challenges;
- all parents are provided with curriculum information relevant to their child on request and the curriculum is subject to planned evaluation and review.

In accordance with best practice and where appropriate regulatory requirements, it is our school policy to ensure that we supply:

- Full time supervised education for children of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives children experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- Subject matter appropriate for the ages and aptitudes of children, including those children with a EHCP/statement.
- Speaking, listening, literacy and numeracy skills.
- Personal, social and health education (including relationship education), which reflects the school's aims and ethos.
- All children with the opportunity to learn and make progress.
- Adequate preparation of children for the opportunities, responsibilities and experiences of adult life.

We have a responsibility to adapt our teaching to ensure that all children are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure that children who are experiencing difficulty or becoming demotivated are identified early and given necessary support, encouragement, guidance and, if necessary, different teaching styles and differentiated tasks.

### **Essential Skills**

St Crispin's School is committed to providing a curriculum, which ensures that all of its children acquire and develop skills appropriate to their age and aptitude in the following areas:

**Linguistic** (including English and French): This area is concerned with developing children's communication skills and increasing their command of language through listening, speaking, reading and writing. Other languages are offered at parents request but charged out at cost, e.g. Arabic.

**Mathematical:** This area helps children 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 children's 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** (including Art, Textiles and ICT): These skills can include information and communication technology (ICT) and developing, planning and communicating ideas.

**Human and Social** (including, Geography, History and Religious Education): This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of history and geography are taught separately throughout the school and make a strong contribution to this area. Christianity alongside other religions are also taught, so children have a broader understanding of the diverse world that they are living in. Political issues are introduced through citizenship, and are presented in a balanced manner. RSE teaches about healthy, safe, and secure relationships, including how to recognise unhealthy relationships, how to respond, and where to seek help.

**Physical** (which is supported by a full curricular programme in this area across all the key stages to include EYFS): This area aims to develop the children's physical control and co-ordination as well as their tactical skills and imaginative responses, and to help

them to evaluate and improve their performance. Children also acquire knowledge and understanding of the basic principles of fitness and health.

EYFS: Foundation, Foundation 1 and Foundation 2 have a number of planned sessions of sport a week with our qualified PE teacher. Sessions are intended to be fun and look at fitness and health.

Key Stage 1: Year 1 and 2 have one Sports session a week with our qualified PE teacher and a number of additional PE lessons per week.

Key Stage 2, 3 and 4 have one Sports session a week, one swimming session and during the lighter nights they have the option of sports clubs for year 5 and above, or those staying for aftercare in years 3 and 4.

- Lunchtime Clubs for Sport also take place subject to weather and staff and the interests of the children at the time.
- Extra-curricular activities take place namely: Dance, Cross Country.
- Children are encouraged to join sporting clubs and venues to take up sports at a more formal club level for those with aptitude for a certain sport. County sifting trials are arranged for the gifted and talented wherever possible.
- Fixtures take place with other schools across the key stages and a competitive attitude is encouraged.
- Our sporting programme is comprehensive and includes sports like: basketball, volleyball, dodgeball, uni-hoc, tennis, badminton, fitness, cross country, rugby, football, netball, high five, athletics, and tennis. Our aim is to encourage children to acquire one team sport and one solo sport as this allows children to join clubs and meet socially, whatever their disposition.
- We teach GCSE PE and Dance can be included into this subject where appropriate.

***Aesthetic and creative*** including, Dance, Drama, Music and Art

There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including the subjects mentioned above, because they call for personal, imaginative, and often practical, responses. Dance, and Music with musical movement are taught from the Early Years; from F2 upwards, specialist staff teach creative arts. Children from the EYFS upwards can take dance, music and business club as extra curricular activities.

Concerts are held at Christmas and at Prize giving and these performances include as many children as would like to participate, with everyone given an opportunity to partake.

A weekly whole school assembly takes place where each year group from Foundation to Year 11 provide an assembly that is moralistically based, that teaches something and is age and language appropriate to our School. More diverse topics that are deemed not suitable for the younger age group would take place during senior assembly time.

***Relationships and Sex Education (RSE)***

Relationships and Sex Education is guided by moral principles and children are taught to recognise the values of family life and cultural differences. The educational side of this is age appropriate and is brought into PSHEE, Science and RS at the appropriate stages of children's education. In accordance with the law the biological aspects of human reproduction remain compulsory for all children, but parents may withdraw their children from any other part of the sex education provided without giving reasons. Parents are written to, to advise them of forthcoming biological aspects of human reproduction in advance and invited to make an appointment with the Science teacher should they so wish.

***Personal, Social, Health, Economic Education (PSHEE) and Citizenship***

St Crispin's School is committed to providing a comprehensive programme of PSHEE for all its children, which is appropriate to their age and needs. Responsibility for developing and implementing this programme rests with the Head. Each child's PSHEE and Citizenship education informs all aspects of the school day. The form this takes ranges from the way we treat each other to planning lessons based on different cultural heritages.

We have a cross-curricular approach to PSHEE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. Our structured play sessions in the Early Years and KS1 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 'help children achieve more' by ensuring that all children are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

i:\policies and procedures\curriculum teaching and learning .docx

We provide positive experiences through planned and coherent opportunities in the curriculum, extra-curricular activities and through interactions with teachers and other adults for our children. Our range of artistic, sporting and other cultural opportunities is available to children through the curricular and extra-curricular programme, and their participation in these opportunities. We plan our PSHEE through age appropriate activities which may include: assemblies and 'circle time' to help our children acquire values and skills to enable them to develop independence and choose their path in life.

We aim for our children 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 children 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 children to take on responsibility in school and make a positive contribution to the school, as Buddies, Monitors, House Captains, Head Boy and Head Girl. All children help to fund raise for charities and for school resources.

We also involve ourselves in local and wider communities e.g, by hosting a Pre-Pre afternoon for parents/carers in the community to enjoy sessions in our Nursery; by donating coats for Shelter which has previously been part of our PSHEE Christmas Production for parents and has now been taken on by the School Council; raising money for the British Legion, and for Red Nose Days, by supporting Readathon and Macmillan.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

St Crispin's is Christian based; enjoys a mixed cultural, racial and religious population. We are keen to recognise and celebrate the experiences and beliefs of all groups within the school. Religious Education is delivered to all of our children as a curriculum subject from Foundation 1 to Year 9. Moral and Spiritual elements of the curriculum are also taught through Personal and Social Education and can be monitored through cross-curricular links within the curriculum. PSHEE and Citizenship are taught throughout the school. Parents are invited in to tell us about their religious and cultural celebrations.

In our school we plan and provide effectively in order to develop children's spiritual, moral, social and cultural awareness. Children 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. Children 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 children towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables children to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the children appreciate racial and cultural diversity and avoid and resist racism;
- ensures that children are able to understand and respond to risk, for example risks associated with extremism, new technology (including social networking sites), substance misuse, knives and gangs, personal relationships and personal safety;
- enables children to develop their self-knowledge, self-esteem and self-confidence; especially through taking on responsibilities in school and through taking part in performances of Music, Dance and Drama in-house and for parents;
- encourages children to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides children with a broad general knowledge of public institutions and services in England;
- assists children 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;
- encourages children to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of children:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion of the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- they are offered a balanced presentation of opposing views.

The promotion of partisan political views in the teaching of any subject in St Crispin's School is forbidden by law.

### **The Equality Act 2010**

St Crispin's School includes aspects of cultural education in many specific and cross-curricular ways. All children are encouraged to develop an awareness of equality of opportunity. Children should be given the opportunity to explore concepts and issues relating to diversity where appropriate with the curriculum. Resources and displays should portray positive images of different people and cultures. Resources should be used to challenge stereotypes. Curriculum planning should take place to incorporate principles of racial equality and to promote positive attitudes toward diversity and difference.

We are a non-selective school and entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, sexual orientation, religion or belief. In accordance with statutory requirements the School aims to make the curriculum accessible to all children as far as is reasonably practicable. The School has a policy for Special Educational Needs and Disabilities, and an Accessibility Plan. Both are available to parents on request. In order to achieve these values, the curriculum will seek to reinforce the following features of St Crispin's School:

- the confidence, talent and high aspirations of its children;
- the enquiring atmosphere and enjoyment of discourse which are a prominent feature of St Crispin's School
- the support given to children in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

### **Auditing**

We ask ourselves the following questions when auditing our current performance:

- How well are we doing?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

When evaluating the quality of the curriculum, we consider:

- the contribution of the curriculum to the school's particular ethos and aims and the impact on children's academic and personal development and well-being;
- how well curriculum planning is supported by appropriate schemes of work, builds systematically upon children's prior experience and plans for progression;
- the extent to which the curriculum is enriched by extra-curricular opportunities and through collaboration with other organisations, including, for example, to provide appropriate careers guidance for our senior children; the views of our children, parents and staff;

### **Standards of attainment**

Each year we analyse the examination results to see how well children in our school are achieving, compared to children in other schools. We analyse the statistics to help answer the following questions:

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

- How do expectations and estimates compare with final results?

### **The Learning Environment**

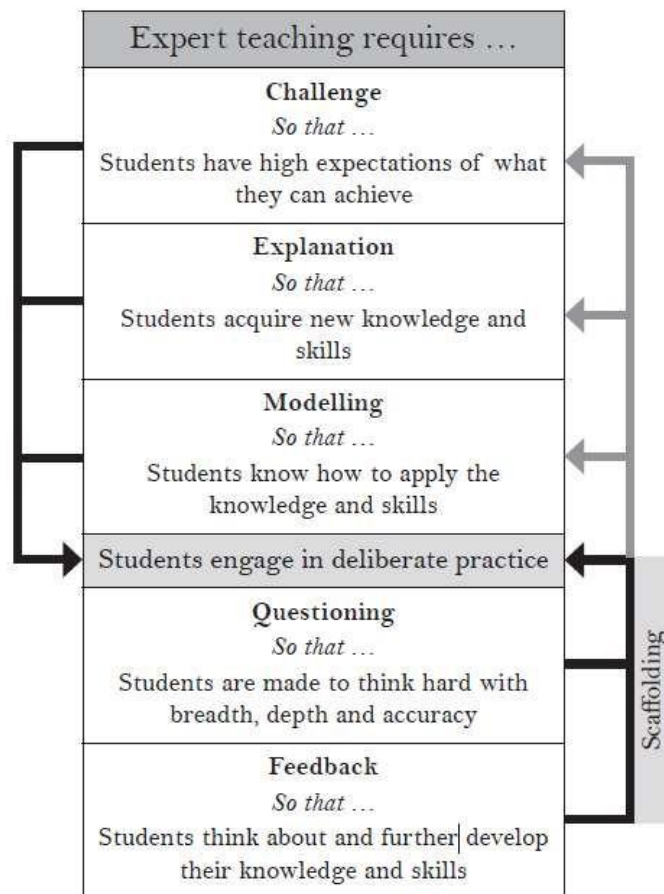
We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful, language enriched and interactive displays all help to provide the Optimal Learning Environment. We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow Department for Education and HSE advice. We issue a 'one off' consent form for parents to sign when a child enrolls at school and an additional consent forms for other off-site activities. We provide details of proposed outings for parents' information.

In the teaching assistants and other adult helpers are deployed as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our school is an attractive learning environment. We ensure that all children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children. All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Each of our teachers makes a special effort to establish good working relationships with all children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management. We set and agree with children the class code of conduct, which should be within the whole school framework. We expect all children to comply with these rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing; we help to build positive attitudes towards the school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our whole school behaviour management policy.

### **The 6 Pedagogical Principles**

The Teaching and Learning policy is encapsulated by the following diagram, designed by Shaun Allison and Andy Tharby (2015). Teachers are clear that their role is to teach in a precise way which makes it possible for all pupils to engage successfully with tasks at the expected level of challenge:



These 6 principles are key to effective teaching but by its very nature, teaching is a creative profession so there is no prescribed formula for the way they are implemented in the classroom. When dealing with varied subjects it is about how these principles are best implemented to present subject and lesson specific concepts in the most effective way to students.

### Challenge

With the mastery learning model, rather than prejudging potential outcomes and stifling expectations by setting a host of differentiated learning objectives based on prior attainment - have a single challenging learning objective and then think about what each individual student needs to achieve it:

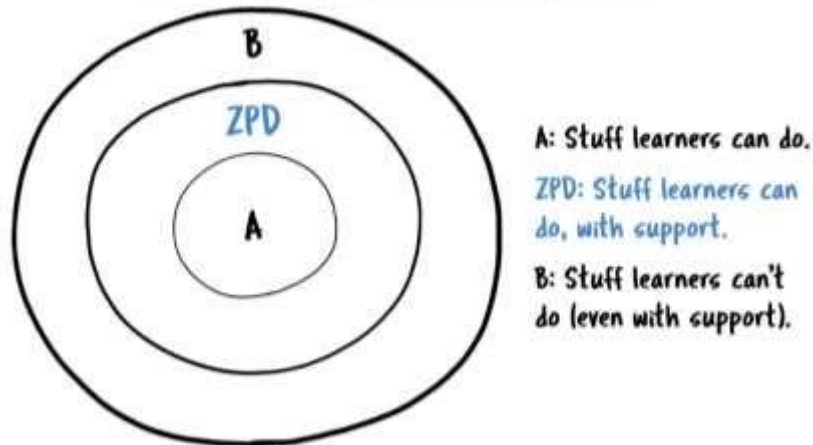
- What do they struggle with?
- What switches them off?
- How much and what type of support do they respond well to?

All students may have different starting points but should aspire to the learning objective and a teacher is responsive in helping them to work towards this, for example:

- scaffolding;
- focused questioning;
- adult/ peer help with starting their sentences;
- some may need to do a draft;
- some will need apparatus to help;
- some will reach the objective and need to be challenged further.

It is about equity of opportunity, not all getting exactly the same to reach the objective. The aim is to keep students in the challenge zone, or as Vygotsky describes, the 'zone of proximal development':

## Zone of Proximal Development



### Explanation

Three key principles should guide explanations:

1. Plan in to schemes of learning how to link to and build on something already known.  
Begin each lesson with a short review of previous learning (*Rosenshine, 2012*).
2. Allow for the limitations of the working memory when asking students to take on board new information, giving instructions, asking them to sort key bits of information, etc.  
Present new information in small steps with student practice after each step (*Rosenshine, 2012*).
3. Where possible try to make the abstract concrete – think about and plan, how to make abstract ideas make sense:
  - Drawing diagrams; demonstrations in science; sharing and discussing images; taking the learning outside, etc.
  - Provide scaffolds for difficult tasks (*Rosenshine, 2012*)
  - Direct explicit instruction (*Kirschner, Sweller, Clarke, 2006*)

Scaffolding involves the teacher in offering when new ideas and concepts are introduced. This may be through demonstration or modelling as in shared and guided work, or by providing support in the form of frameworks and prompts (both written and verbal). Recognising when to withdraw teacher scaffolding is important if children are not to become over reliant and dependent on this level of support. This is key for our pupils to become independent and resilient learners. Moving children on from scaffolding learning to independent learning involves offering children scaffolds such as writing frames and cue cards. Equally, proving model texts and story maps (as part of the 'imitation' stage of the 3 Is writing process) allows children who may struggle with writing the chance to be successful; while the more accomplished writers can use this to 'innovate' ideas or even carry out their own 'inventions'. Asking children to reflect on the strategies they have used encourages children to be aware of their learning processes.

### Modelling

Explain the key ideas, then model how to do it / what to do with it. This falls in to two main categories:

1. **Model the creation of products/procedures** – for example; write an essay, show them how to do it. Write it out on the board and discuss how/why you are doing each step as you go. Question them on what is being done.  
Explain, out loud, thought processes. If mistakes are made, point them out.
2. **Deconstruct expert examples and use worked examples** – have an excellent finished product and share it, discuss why it is good.

Demonstrating and modelling are key teaching and learning strategies that support children's learning – taking them from what they know to new learning. They are interactive whole class teaching strategies that involve teacher-led activities as well as children contributing and trying things out. To be successful these techniques should be directly linked to the learning objective for the lesson, or series of lessons, and wherever possible should be carried out 'live' – using the talk for writing methodology of clearly articulating the thinking process behind the work being demonstrated or modelled. Modelling should:

- Make explicit to children the underlying structures and elements of what is being taught;

- Provide a supporting structure, which can be extended and used so children can apply the learning that has been taught independently.

Teacher modelling involves the teacher showing the children how to do something while simultaneously describing what they are doing and explaining why they are doing it. Modelling slows down the process so it can be seen clearly. It offers learners the opportunity to:

- See and hear the process;
- Ask questions if anything is unclear;
- Discuss what they have seen and heard with other learners with the 'expert' modelling; • See that expert learners may modify, improve or correct a process AS they undertake it.

Children need to be given the opportunity to practise and apply the processes and structures that have been modelled and demonstrated. When following up demonstrating or modelling, emphasis needs to be placed on the quality of questioning.

When modelling reading comprehension and rereading texts for clarity (shared reading), it is essential that this is modelled in full – including how to compose sufficiently detailed, factual and accurate answers (e.g. copying all words from the text correctly).

If a skill is being demonstrated staff should consider using a multisensory approach to doing so whereby initially a very clear, narrated, demonstration is given. This is then followed by the children observing the skill again, but with no narration (to encourage them to remain fully focused) and then the children should guide the teacher through each step (by giving them very clear and precise instructions for each step) which the teacher is able to follow.

### **Practice**

Plan in time, during the lesson and over a series of lessons, for students to practice using new knowledge and skills.

Consider the type of practice and its purpose:

1. Practice for fluency and long-term retention – repeating things in order to master them; coming back to things in subsequent lessons etc.
2. Deliberate 'intelligent' practice at the outer reaches of ability – allowing students to make connections and see patterns. Practising at the outer reaches of ability means students will have to layer skills and use them with agility.
  - Guide student practice (*Rosenshine, 2012*)
  - Require and monitor independent practice (*Rosenshine, 2012*)

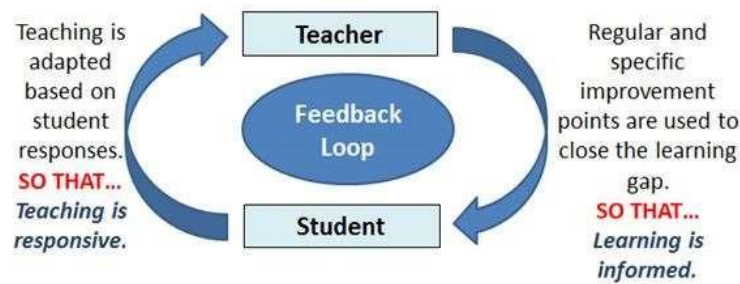
### **Questioning**

Some questions can be planned for, but some should be responsive to what is happening in the lesson. When considering planned questions, they should be to:

1. Check for understanding (*Rosenshine, 2012*) – i.e. hinge questions that students should be able to answer at a certain point in the lesson, before they move on. Ask a large number of questions and check the responses of all students.
2. Provoke deeper thinking.
3. Increase the ratio of participation and thinking of all students.

### **Feedback**

Plan in how you will give feedback during/after lessons and – for this feedback to be meaningful – how you will allow students to respond this feedback. *See the Marking and Assessment Policy for further guidance.* Feedback is a two-way process and the teacher should use the students' feedback to inform future planning.



Moreover, it is our goal to nurture independent and agile learners who have the skills to be successful in an increasingly globalised and rapidly changing world. To achieve this, we must equip students to be critical and reflective learners in their own right by 'learning how to learn'. Students need to be engaged in their own learning, be part of the creation of their 'next steps' and have the opportunity to assess their own work and that of their peers in a meaningful and useful manner.

1. Engage students in weekly and monthly review (*Rosenshine, 2012*).
2. Guide student practice.

### Effective learning

We acknowledge that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal and musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere where children feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). We provide 'brain breaks' at various points in the lesson to refocus children's attention, and ask children to bring personal named water bottles to make sure that the children have access to drinking water at all times. We have a water filter machine in the No 6 building.

All teaching is structured to maximise learning opportunities and lessons are planned in accordance with the following principles:

- to connect the learning with previous work;
- to give learners the 'big picture' of the whole lesson;
- to explain the learning objectives, and why the lesson is important;
- to present the information in a range of styles;
- to allow opportunities for the children to build up their own understanding through various activities; • to review what has been learnt, and so increase recollection;
- to provide feedback, celebrating success and reviewing learning strategies;
- to outline the next step in the learning before moving on.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem solving;
- research and discovery use of ICT;
- group work, paired work, independent work and whole-class work;
- asking and answering questions; creative activities;
- fieldwork and visits to places of educational interest;
- using a variety of multimedia resources and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- participation in physical activity, sporting activities including swimming.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the Staff Handbook, informal formative assessment (Assessment for Learning or AfL) takes place continuously in the classroom and comprises of:

- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to children so that they understand how well they are doing and how they can improve.
- individual target setting: SMART (specific, measureable, assessable, realistic, and time based) and this is recorded on our on-line reports.

### **Effective teaching**

When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

The purpose of the teaching at St Crispin's School:

- enables children to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in children the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the children, and ensures that these are taken into account in the planning of lessons;
- demonstrates appropriate knowledge and understanding of the subject-matter being taught;
- utilises effectively classroom resources of an adequate quality, quantity and range;
- demonstrates that a framework is in place to assess children' work regularly and thoroughly and use information from that assessment to plan teaching so that children can progress; and
- utilises effective strategies for managing behaviour and encouraging children to act responsibly.

We also ensure that child performance is evaluated internally and, where appropriate, by external examinations including:

- EYFS Progress Check 2+
- EYFS Profile and tracking
- Phonics Screening Test Year 1
- SATs taken at end of Key Stage 1
- Functional Skills examinations in ICT, English and Maths Level 1 and 2 from year 9 upwards
- Formal exams in all GCSE subjects
- GL CATs

Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for all children whether Gifted and Talented or with special educational needs, we give due regard to information and targets set on the Children's reports, which are sent out to parents termly. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

We set academic targets for the children, and we share these targets with children and their parents. We regularly review the progress of each child keeping parents informed and set revised targets as is appropriate. We plan our lessons with clear learning objectives. The National Curriculum guides us. Our lesson plans contain information about the tasks to be set, the resources

i:\policies and procedures\curriculum teaching and learning .docx

needed, and the way we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

When we plan to take children out of school, we follow Department for Education and HSE advice. We issue a 'one off' consent form for parents to sign when a child enrolls at school and an additional consent form for residential and adventure activities. We provide details of proposed outings for parents' information. We deploy teaching assistants and other adult helpers as effectively as possible. Sometimes they work with individual children, and sometimes they work with small groups. Our classroom assistants also assist with the preparation and storage of classroom equipment. Our classrooms are attractive learning environments. We change displays on a regular basis so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

All our teachers reflect on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

### **Organisation and planning**

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. In our curriculum planning we highlight these areas, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

We plan our curriculum in two phases:

**Long/Medium term plans:** Our schemes of work, give an overview of what content of the curriculum will be taught and when, with teachers extracting from the appropriate year groups curriculum that which they aim to cover. Staff are responsible for ensuring that long term and medium-term plans are in place to enable children's skills, knowledge and understanding to develop progressively. Assessment strategies are built in which includes teaching objectives and resources.

**Short term planning:** Short term plans are on a weekly basis which detail the learning objectives, strategies, activities and identify the resources we are going to use in the lesson. These plans are concerned with HOW material is taught and with the details of delivery. Staff self-evaluate and reflect on their teaching. Some year groups, especially Early Years, may additionally do daily planning. The planning can vary throughout the school and is dependent on the subject taught and the ages of the children; for example at GCSE English Literature level texts would be taught over a module with the LO embedded within this.

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group. These are reviewed annually and may be subject to change.

We base our teaching on our knowledge of the children's level of attainment. Teachers make on-going assessments of each child's progress, and they use this information when planning their lessons. It enables them to consider the abilities of all their children. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability.

When planning work for children with special educational needs we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion. We have high expectations of our children, and we believe that their work here at St Crispin's School is of the highest possible standard they can achieve.

### **Time allocation**

The timetable is constantly under review and is subject to changes in staff and in staff responsibility and the needs of the children. As a rule of thumb at Secondary Level each subject has two hours a week with the exception of English and Maths where four hours minimum are timetabled and Science where between three and six hours a week are the norm.

### **The Early Years Foundation Stage (EYFS)**

The Foundation Stage, which in our school covers the development of children between the ages of two and five years, is based on four main principles namely:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates, including children with special educational needs and disabilities (SEND).

Play underpins the delivery of the EYFS Curriculum. We use the document "Development Matters in the Early Years Foundation Stage" to inform planning in the Nursery and Reception classes. Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals from the *Early Years Foundation Stage Profile Handbook*. The EYFS curriculum is organised into seven areas of learning; three prime areas and four specific areas:

#### **Three Prime Areas**

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

#### **Four Specific Areas**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts

Our children's 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.

#### **Children with Special Educational Needs and Disabilities (SEND) - Inclusion within the Curriculum**

Our curriculum is well planned for each age group and key stage and ensures that children of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practice new skills, and make progress in a range of areas of learning. It is likely that some children in possession of a EHCP/Statement cannot be accommodated at St Crispin's 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. We design our curriculum to ensure that it is broad, well balanced and covers all the required areas of learning. If we think it necessary to modify our curriculum and teaching to meet the needs of individual children, then we do this only after their 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, this is referred to the Head who seeks appropriate advice. We not only provide additional resources for children with learning difficulties and/or disabilities but where appropriate, such as a visual timetable, use these resources with all our children as often they can benefit all of our children. This includes providing an Individual Educational Programme (IEP), which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO.

The school provides an Individual Educational Plan (IEP) 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.

Some children in our school have other disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities or may need Readers, Scribes or PCs.

### **English as an Additional Language (EAL)**

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

### **Disapplication**

In accordance with the law St Crispin's School has the right to respond to individual needs by modifying the curriculum programmes. It may be appropriate for a particularly able child to move into the year above or, if a child has significant needs, to stay in a class longer to consolidate his/her learning. We have found from experience that confidence is boosted and excellent progress usually made, enabling the child to catch up on their academic ability. Any decision to do this would be discussed with parents prior to this happening.

### **Expectations of Staff**

Staff are expected to actively promote the curriculum aims by:

- having high expectation of children
- employing a variety of learning and teaching method
- ensuring that children are enabled to access the curriculum and given opportunities to be successful
- delivering lessons which build upon previous experience, providing continuity and progression
- providing learning opportunities which offer depth and challenge and motivate and inspire children
- involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements
- developing children's skills to become independent learners
- encouraging, rewarding and valuing achievement and effort, both formally and informally, through praise in the learning environment
- working in partnership with children, staff and parents to achieve shared goals
- keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings

In our school the most important role of teaching is to promote learning in order to raise children's achievement. For us, teaching includes lesson planning, the implementation of plans, as well as marking, assessment and feedback. It also includes support and intervention strategies.

In assessing the quality of the teaching in our school we take account of the evidence of children's learning, achievements and progress over time. When evaluating the quality of teaching in our school, we consider how successful the teaching is in promoting the learning, progress and personal development for every child by:

i:\policies and procedures\curriculum teaching and learning .docx

- extending the previous knowledge, skills and understanding of all children in a range of lessons and activities over time;
- enabling children to develop skills in reading, writing, communication and mathematics;
- enthusing, engaging and motivating children to learn;
- using assessment and feedback to support learning and to help children know how to improve their work;
- differentiating teaching, by setting suitably challenging activities and providing support for children of different abilities, including the most able and disabled children and those who have special educational needs, so that they can all learn well and make progress;
- enabling children to apply intellectual, physical or creative efforts and develop the skills to learn for themselves and setting high expectations;
- setting appropriate homework;
- using well-judged and effective teaching methods, deploying appropriate resources, managing class time and drawing on good subject knowledge and expertise to encourage children to make good progress and managing instances of poor or disruptive behaviour.

We use Lesson observations by colleagues and teacher self-evaluation which takes account of:

- how well challenging tasks are matched to children's learning needs and successfully engage all children in their learning;
- how well children understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning;
- children's attitudes to learning, behaviour and relationships in the classroom; • the promotion of children's spiritual, moral, social and cultural development.

Direct observation **must** be supplemented by a range of other evidence to enable inspectors to evaluate the impact that teaching has had on children's learning. Such additional evidence should include:

- observing some lessons jointly with senior staff before discussing them also with the teacher who has been observed;
- discussing with children the work they have done and their experience of teaching and learning over longer periods; discussing teaching and learning with staff;
- taking account of the views of children, parents and carers, staff and placing authorities, where appropriate;
- taking account of the school's own evaluations of the quality of teaching and its impact on learning and scrutinising the standard of children's work, noting how well and frequently marking and assessment are used to help children to improve their learning and the level of challenge provided.

### **Learning outside the classroom - educational visits/off-site activities**

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. St Crispin's offers educational visits off site to broaden children's knowledge and understanding. Speakers are organised to visit school and talk to the children about various topics in order to deepen the children's understanding of the world around them. Geography Field Trips are arranged and residential stays where applicable. Educational visits abroad i.e Belgium, France and Italy are offered but these can only take place if a sufficient number of children take up the opportunity.

### **Homework**

At Infant level homework is set and if parents wish to do this with their children then they are strongly encouraged to do so; likewise if parents want to spend their time at home with their child then any work not completed will be carried out in school. It is requested that children read daily to parents at home.

- In key stages 1 to 3, compulsory homework is set regularly for the core subjects of Maths, English, Science, and French. Optional homework tasks may be set for other subjects.
- In years 3 and 4 a homework book is set up for each individual child and work is carried out according to the timetable. Reading at home is expected daily.

- In years 5 to 9 there is sufficient subject allocated time for homework to be carried out within the school day; reading at home is again required and spellings where appropriate. Additional homework of a limited nature is set for year 9.
- In Years 10-11 one homework per GCSE subject is set and deadlines for its handing in is communicated by the subject staff.
- Pupil management of homework is supported by the form tutors.

### **Assessment and reporting**

The substantive form of assessment at St Crispin's is performance related, formative and summative assessment; teacher assessment combined with student self-assessment. Teachers evaluate children's work with reference to agreed criteria – typically the age related expectations of the National Curriculum or accredited courses. We also assess our children's work against the child's own previous achievements, carefully grading future targets to achieve realistic and attainable goals.

IEP's are at present based on the targets set on the child's individual report set by the subject teachers, thus allowing all our children to be target set appropriately in all subject areas. For children with EHCPs these are matched where appropriate to the targets set in the Annual Review. We believe that by praising success and encouraging constant improvement we can raise children's achievements at their own pace, improve self-esteem whilst maintaining a creed of the highest expectations.

Reports are issued termly, parents evening is held once a year but we operate an 'Open Door' policy in order to communicate closely with parents on a regular basis. Official reporting on examinations is sent to the appropriate bodies and EHCPs are reviewed annually. Parents are issued with the annual statistics as required by the Government irrespective of the year group the child is in.

### **Transition Support**

We ensure all children are prepared for their transition into the next academic year and Key Stage. We have an induction day for all new children into school in September each year and encourage those who are transferring key stages to visit as well and find their classrooms, meet their teachers so that they are ready for the next day. As the majority of our teachers teach in all sections of the school they are well known to existing pupils. We have a network of parents who we can call on to answer queries or questions that parents may have. For children in the EYFS who are leaving the school, the EYFS transfer forms are completed and everything is done to ensure a smooth transfer. Children transferring will be supported through clear communication and transfer of appropriate records to their destination school.

### **Concerns**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the class teacher. If the issue is not resolved parents should contact the Head.

### **The Role of the Head**

The Head (who also undertakes the duties of director of studies inclusive of being the co-ordinator for the key stages) determines, supports, monitors and reviews the school's approach to teaching and learning. This includes:

- ensuring that the school buildings and premises are used optimally to support teaching and learning;
- checking teaching methods in the light of health and safety regulations;
- seeking to ensure that our staff development and our performance management both promote good quality • teaching;
- monitoring how effective teaching and learning strategies are including effective allocation of resources, in terms of raising child attainment through assessments and self-review processes.;
- monitoring the teaching and learning through lesson observations;
- ensuring that staff development and performance management policies promote good quality teaching;
- developing and monitoring long and medium term planning;
- monitoring the effectiveness of the school's teaching and learning policies through the school self-review processes.

The liaison with the Head and the Deputy Head promotes and develops the process of school development planning.

### **The Role of the Subject Specialists:**

i:\policies and procedures\curriculum teaching and learning .docx

In their area, they must:

- provide a strategic lead and direction;
- support and offer advice to colleagues across the school;
- learning scrutiny: consider standards across all abilities and ages (with colleagues);
- resourcing: ensure resources are appropriate/suitable stored/labelled etc;
- identify shortfalls in resources: gaps in provision, ensuring resources in school are used;
- evaluate value for money when resources are purchased and deployed;
- informal monitoring during year – displays, use of resources, photographs, children interviews and feedback;
- review and update Scheme of Work for the subject, if necessary;
- observe lessons;
- arrange school based training, or team teaching, if needed;
- attend local conferences and courses, if appropriate;
- dissemination from courses/action research/newsletters, where appropriate;
- provide articles for the school newsletter;
- commit to personal professional development in the area of responsibility;
- annually evaluate their subject in staff meetings – identify subject priorities for future development in line with a 3 year vision for improvement and report to the Head.

### **The Role of Parents and Guardians**

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore like parents:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform / PE kit;
- to encourage senior children to take responsibility for ensuring they have the right books and equipment each day;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general.

### **Communication with Parents and Guardians**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for literacy, numeracy and health education;
- sending parents regular reports in which we explain the progress made by each child, and indicate how the child can improve further;
- explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work;
- sending information to parents and guardians, through regular newsletters; • being available - we have an open door policy.

### **Our commitment to parents and children in Early Years is as follows: Foundation to Year 2**

- To deliver personalised learning, development and care to help children get the best possible start in life.
- To work with parents to support their young children.
- To use the key person system to allow your child to feel safe and cared for.
- To provide regular information in the form of newsletters, wall displays, photographs, examples of children's work, reports, and discussions and children's message books.
- To have an 'Open Door' Policy and to 'meet and greet' on arrival and departure.
- To deliver a well-planned personal experience for your child that builds on observations and reflection of their play that supports areas of learning, language and communication.
- To recognise that play underpins all development and learning and to balance adult-led and child-initiated learning.

- To challenge gifted and talented children.
- To identify and respond early to the needs which could lead to learning difficulties.
- To work with outside agencies to help to improve the standard of social and educational development.
- To provide personalised learning, development and support.

Parents receive regular communication on how their child is progressing within the EYFS. All children have a visible record of achievement and the next steps needed, with key information communicated to parents in the termly report. The style of reporting follows through from the Foundation Stage requirement through to those required at Key Stage 1, 2, 3 and 4.

### **Conclusion**

All children, whenever possible access the full National Curriculum. A fundamental concern is that all children should have access to a curriculum that is good quality, meaningful and appropriate to their individual needs and that does not compromise their entitlements. We will therefore ensure that the curriculum is fully accessible, provided at a suitable level and differentiated according to need.

We firmly believe that for our curriculum to be fully inclusive it should be of the highest quality and as flexible as possible to the needs of each child. Our children take part in mainstream educational activities whenever possible; likewise we can cater for children with SpLD and those that are gifted and talented. We believe that our children deserve the right of access to the full National Curriculum and it should be at a level that is appropriate to all abilities. Our methods of assessment, recording and reporting must be SMART; specific, measurable, achievable, realistic and timed. They also need to be manageable and clearly understood by staff, children and parents. We recognise that children's performance and wellbeing go hand in hand and that education is the most effective route for young people to succeed in life educationally, socially and morally.

### **Legal Status:**

This is a Statutory Policy

Regulatory Requirements, Part 1, paragraph 2(2)(a) to (j) Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) (Amendment)

Regulations 2013 Prepared with regard to the Early Years

EYFS Framework

### **Applies to:**

The whole school including the Early Years Foundation Stage (EYFS) along with the before and after school activities, and all other activities provided by the school, inclusive of those outside of the normal school hours; all staff (teaching and support staff), students on placement, the proprietor and volunteers working in the school.

### **Related Documents:**

- EYFS Curriculum, Teaching and Learning
- Assessment Policy
- Educational Visits and Off-site Activities Policy
- Special Educational Needs and Disability (SEND) Policy
- EDI Policy
- Subject Policies, appropriate plans, schemes of work and/or programmes of study.

### **Changing legislations affecting curricular provision:**

This policy complies with Part 1 – Quality of Education and Part 2 Spiritual, moral, social and cultural development of pupils - The Education (Independent School Standards) (England) (Amendment)

Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges.

This School Policy was adopted by St. Crispin's School Limited on: 04.01.13 To be updated: Annually

Reviewed/Updated:

01/11/13, 01/02/15, 05/10/16, 25/01/16, 25/01/17, 26/02/18  
27/02/19, 28/02/20, 26/02/21, 24/02/22, 18/08/22,  
23/03/23, 08/04/24, 05/02/25, 25/08/26

Signed on behalf of the Provider:

A handwritten signature in black ink, appearing to read 'A. Atkin', is written over a faint, light-colored watermark of the same signature.

Mr. A. Atkin (Headmaster)