



CURRICULUM POLICY

Date Agreed: July 2020

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Signed: _____

Chair of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	December 2015	MS	Govs	New Policy
2	Sept 2016	MS	Govs	Updated due to change of staff
3	May 2017	CW	Govs	Staff changes
4	July 2018	SW	Govs	Reviewed policy
5	July 2020	CW	LGB	Reviewed policy

Introduction

This policy is an agreed School Statement of the aims and principles of the Curriculum at St Blasius Academy

Rationale

At St Blasius, we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant, and challenging curriculum.

At St Blasius, our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, culturally.
- Positive attitudes, healthy relationships and essential life and work skills.
- The ability to make informed choices, gaining experiences and developing responsibilities for their future.

Aims

At St Blasius we want the Curriculum to enable all pupils to become:

- Successful learners.
- Confident individuals.
- Responsible citizens.

We aim to provide a curriculum for all pupils which:

1. Meets current statutory legislation.
2. Reflects the School's Christian Values.
3. Focuses upon developing pupils:
 - a. Attitudes and attributes.
 - b. Key skills.
 - c. Knowledge and understanding.
 - d. Spirituality.
4. Is planned and coordinated, linking our Christian Values, Ethos and Key Skills to provide a rich broad learning experience.
5. Is inclusive and provides equality of opportunity, promotes personalised learning reflecting pupil's needs, interests, learning styles and access to a range of varied experiences, resources and organisation.
6. Sets high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential.
7. Promotes high achievement, quality first learning, raising aspirations and the commitment to life-long learning.
8. Is monitored, reviewed and evaluated regularly to ensure that:
 - a. Highest standards and quality of learning are achieved.
 - b. It reflects and responds to the children's needs and context.
 - c. It continues to match and support the school's organisation, purpose and direction.

How we achieve our Aims

Curriculum Organisation

We meet statutory legislation by:

- Planning a curriculum working from the National Curriculum document for English and Mathematics. Using the IPC curriculum coverage map to produce the IPC Curriculum.

Providing school policies and programmes of learning for: Relationships and Sex Education, Collective Worship and RE.

- Providing appropriate Assessment Recording and Reporting arrangements.
- Ensuring that pupils with SEND, more able and Children in Care have access to opportunities, learning and resources as indicated on their Individual Education Plan.

Curriculum Overview

Maths, Science and Religious Education (RE)

Maths, Science and RE are taught as discrete subjects, following the National Curriculum.

- Staff use the White Rose mathematics curriculum plans to ensure coverage of statutory objectives.
- The RE curriculum plans are guided by Hampshire living difference III and Understanding Christianity.
- Science is predominated by The National Curriculum Science programme of study as well as suggestions from IPC units.

Handwriting will also be taught discreetly following Penpals for Handwriting, Cambridge University Press scheme.

Our Modern Foreign Language is Spanish and is taught to year 3 – 6 as discrete weekly lessons.

International Primary Curriculum (IPC)

Rationale

St Blasius is part of a learning community of schools across the world that uses the IPC to inform their planned curriculum. English is taught within the topic of IPC and will be text driven. The foundation subjects: History, Geography, Art and Technology, Computing, Music, PSHE and PE are covered within this topic along with some elements of Science. This empowers our teaching staff to uniquely tailor lessons for individual cohorts.

This unique curriculum has a strong element of internationalism built into learning. For our children at St Blasius, we recognise constraints on cultural provision in a rural area of the UK. By adopting the IPC, we are central to a learning global community. The elements of the International Dimension for our children to:

- Recognise their own culture and have a sense of identity.
- Be open-minded.
- Be respectful and sensitive of other cultures and beliefs.
- Be aware of and be able to celebrate diversity AND commonality.
- Have respect for and value other people and their ideas and opinions.
- Be able to communicate (have good intrapersonal skills).
- Be adaptable.
- Be aware of and have an interest in global issues.

Beliefs and Principles

The International Primary Curriculum is a practical tool for teachers to help children learn. Behind the practical components of the IPC are a number of beliefs about education. Teaching, learning and the curriculum itself govern both the contents of the IPC and the way it works.

Learning

Children's learning is the central purpose of everything connected with the IPC. Helping children learn – academically, socially, spiritually, emotionally and physically – is the only real purpose of schools.

What children learn should respect the past but should be of help to them in their future lives. This involves a degree of prediction which may not always be accurate and which will always need to be revised. Prediction is a risk. Not to engage in it is a much bigger risk to children.

Children's learning must respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

Learning needs to be active, in the sense that children must engage with their own learning. For primary children, this means that learning which is relevant to the future must be placed in a context that is meaningful to their present lives.

Children need to share responsibility for their learning with their teachers, parents and carers. The proportion of responsibility each bears will depend on the age and characteristics of the children. Nevertheless, learning must be constructed in such a way that, by the end of the primary years, children begin to see and experience the potential for taking responsibility for their own learning.

Teaching

The purpose of teaching is to facilitate children's learning in appropriate ways. Wherever possible, teaching should also be enjoyable for teachers.

The ownership of 'good' teaching is rooted more in the highly developed learning of children, than it is in highly enjoyable teaching or successful curriculum development.

Teachers of primary children need to be both teacher-as-facilitator and teacher-as-deliverer.

Teachers are likely to be more successful in helping children learn if they work closely with colleagues, parents and other members of the child's community.

Teachers should spend more time thinking about helping individual children learn than writing whole school curricula. It is important to support teachers with well-designed, up to date, practical and relevant help.

An International Primary Curriculum

An effective curriculum is one that provides the most appropriate support for teachers and others to develop children's learning.

A curriculum begins with a set of standards of learning outcomes which clearly defines what children should be capable of at certain important periods of their development.

These standards should be explicitly described in terms of the knowledge children should acquire, the skills they should be able to accomplish and the understandings they should develop.

Not all these standards or learning outcomes are measurable. Some will require judgement. There is nothing wrong with this.

The curriculum must address the development of knowledge, skills and understanding in three key areas; subjects, personal development and international understanding. The last of these must be a component of any curriculum designed for international primary schools.

Such a curriculum is respectful of teachers in that it provides them with most of the tools they will need to encourage effective learning but it allows opportunity for teachers to bring these tools to life in the classroom and to develop school-specific tools for use in their own location.

The curriculum design is influenced by two ideas. First, the key concepts of independence and inter-dependence which underpin our view of what it is to have an international mind-set and, second, the lessons learned as a result of a decade of research into the brain and the development of brain-friendly learning and teaching strategies.

The National Curriculum learning outcomes are covered by the learning goals of the IPC. Table 1 below shows the age ranges and the National Curriculum with IPC.

AGE	IPC	UK CLASSES	NATIONAL CURRICULUM
Up to age 5	Early Years programme	Reception	Early Years Foundation Stage
Up to age 6	Milepost 1	Year 1	Key Stage 1
Up to age 7		Year 2	
Up to age 8	Milepost 2	Year 3	Key Stage 2
Up to age 9		Year 4	
Up to age 10	Milepost 3	Year 5	Key Stage 2 (upper)
Up to age 11		Year 6	

Table 2 below shows the subjects for which there are learning goals in the National Curriculum and the IPC.

NC programmes of study	IPC learning goals
Art and Design	Art and Design
Geography	Geography
History	History
Information and Communications	Information and Communications
English	Language Arts and skills
Modern Foreign Languages	Additional Language
Mathematics	Mathematics
Music	Music
PE	PE
Science	Science
Design and Technology	Design and Technology
Citizenship	Society
Other non-statutory guidelines	Other goals
PSHE	Personal
Statement of values	International

IPC/NC Cross Reference document

This document is available on the IPC website (all teachers have a login). It shows a detailed cross reference analysis for subject leaders.

Resources

All IPC unit coverage is on the school network, online via login and password, and paper copies kept by the IPC leader. The IPC leader also has a copy of all the learning goals.

Assessment

A system is in place that:

- Helps us assess children's learning and progress in every IPC curriculum subject.
- Encourages and enables children to assess their own learning.

- Provides tools and guidance to help use assessment to improve children's learning, not just record which learning stage they are at.
- Enables monitoring of individual children's learning and the learning of whole classes, and compares this to the learning of other classes across the Mileposts.

The assessment Programme plays a crucial role in helping us help children learn.

Each child will have an assessment sheet, relevant to their Milepost, stuck in the front of their IPC book. On this page, a child can self-assess, find their teacher targets and summarise their learning.

The IPC at St Blasius Academy

- Started in September 2013 (led by S Powell).
- There are two leaders for IPC
- At the end of units, the milepost groups may share their learning with parents/carers through an Exit Point.
- Letters informing parents/carers of this will be sent at the outset of these presentations.

Monitoring and Evaluation

Purpose of monitoring the curriculum is to:

- Evaluate the effectiveness and appropriateness of the School's curriculum provision:
- Raising pupils' attainment and progress.
- Appropriateness and relevance for all pupils (in all Key stages).
- Pupils' behaviour, attitude, attendance.
- Pupils' participation and engagement.
- Pupils' extended learning (Clubs/interests, further involvement in learning).
- Meets statutory requirements.
- Promote the School's Christian ethos and values.
- Fosters "excellence and enjoyment".
- Accessibility and inclusion.
- Manageability.
- Provides continuity for pupils' learning.
- Support, identify and inform professional development of staff.
- Identify targets and areas for development that will further develop the quality of provision of the learning taking place.

Roles and Responsibilities

The Principal along with the IPC leaders:

- Have the responsibility for the long term curriculum planning.
- Ensure monitoring practises are in place and outcomes and evaluation are recorded with appropriate review actions.
- Monitor and evaluate the effectiveness of the curriculum in meeting the needs of all pupils.
- Feedback and reports to colleagues and Governors outcomes of monitoring and future action and developments.

The Governing Body monitors the quality and effectiveness of Curriculum Provision.