

ST. MARY'S SCHOOL, HAMPSTEAD

**CURRICULUM POLICY**

2011 - 2012



Original: 2006  
Revised by: Madeleine Campbell 2007/8/9/10/11  
Review Date: August 2012

## **MISSION STATEMENT**

St Mary's School seeks to provide an education firmly founded on Christ and the Catholic Faith.

Spiritual and moral principles are nurtured in a way that is reflected in daily life.

Within a happy and caring environment and based on the recognition of the dignity and worth of each child, high standards are expected. Intellectual development is emphasised and fostered along with the pursuit of academic excellence.

St Mary's values the unique contribution of every child within the school community.

St Mary's aims to encourage an active partnership between home, school, parish and the wider community.

## **Curriculum Policy**

At St Mary's School, Hampstead we provide a full-time supervised education for girls and boys from Pre-Nursery (rising 3s) until the end of Year 2 for boys and the end of Year 6 for girls.

We provide experience for pupils in linguistics, including French; mathematical skills and their application; scientific and technological capability, including design and ICT; human and social, physical, aesthetic and creative education and RE.

We provide subject matter appropriate for the ages and aptitudes of pupils. Schemes of work are in place to ensure continuity and progression.

Pupils will acquire skills in speaking and listening, literacy and numeracy across the curriculum as detailed in our subject policies.

Personal, social, health and citizenship education, which reflects our school's aims and ethos, is an integral part of our curriculum.

All pupils, including those with special educational needs (SEN), learning difficulties and / or disabilities (LDD) or English as an additional language (EAL) will have the opportunity to learn and make progress. This is achieved through careful planning, including differentiation when necessary.

Pupils will be well prepared for the opportunities and responsibilities of the next stage of their education.

### **A Broad and Balanced Curriculum**

Although our remit is to prepare our pupils thoroughly for entrance to their chosen senior school, we believe that we are preparing our children, not only for this, but also for the life that lies beyond.

We regard these school years, from the ages of rising 3 to 11, as forming the base on which our pupils will build their future education and their love of learning.

We therefore aim to give our pupils as broad and balanced an education as possible during their time with us; offering those in our care opportunities to develop their creativity, imagination, curiosity, analytical and thinking skills, self-confidence, co-operative skills and independence.

The pupils' spiritual, moral, social and cultural development is also given strong emphasis and our mission statement underpins the delivery of the whole curriculum.

## EYFS

The Early Years Foundation Stage, which underpins the curriculum in St Mary's Reception classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this year, is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework 2008'.

Under the guiding theme of Learning and Development there are six clear areas of learning:

Personal, Social and Emotional Development  
Communication, Language and Literacy  
Problem solving, Reasoning and Numeracy  
Knowledge and Understanding of the World  
Physical Development  
Creative Development

All areas of learning are of equal importance and depend on each other to provide a rounded approach to child development. This development is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by each individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

The support children receive as they learn is personalized to meet their individual needs and to extend their talents. Careful and flexible planning between all the staff in contact with the children, based on the children's interests, ensures a wide, varied and effective curriculum is delivered. Subject specialist teachers work closely with class teachers to give an accurate picture of attainment in relation to the assessment scales.

Please see our Early Years Policy.

## Key Stage 1: Years 1 and 2

Key Stage 1 of the National Curriculum begins formally in Year 1. Form teachers are responsible for teaching English, maths, ICT, history and geography, RE and PSHCE. Subject specialist teachers teach science, music, PE, art, design and technology, drama and French.

## Key Stage 2: Years 3 to 6

The syllabus for each academic subject is planned in accordance with the National Curriculum and with the requirements of the Common Entrance and senior school entrance examinations at 11+. The syllabus content and skills taught in mathematics, English, ICT, science, history, geography and design technology are broadly in line with the National Curriculum. The Primary Framework is a key resource. French and RE follow their own syllabi.

Specialist teachers continue to play an important role in providing a quality education for all our pupils.

Throughout the school, personal, social, health and citizenship education is an integral part of the curriculum. It is not just taught in isolation and is the responsibility of all staff that come into contact with the children.

The syllabus is also delivered through subject teaching, circle time, assemblies, church services, charity / community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided to cover personal safety, sex education and drugs education.

### Trips and Outings

All classes are expected to go on at least one outing each term to complement an area of the curriculum and full use is made of the local facilities of museums, art galleries, theatres, historical sites and sites of scientific interest.

### Assessment and Reporting

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work formatively using Assessment for Learning strategies and summatively. These assessments inform teachers about individual strengths and weakness and, in turn, feed into future planning. Teachers use assessment information to track the progress of individual pupils and Heads use it to monitor how effective the teaching and the curriculum is.

Record-keeping and assessment procedures are defined in the Assessment policies and in department handbooks.

Reports to parents give clear accurate and useful information on their children's progress.

### Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum. Please see our Equal Opportunities Policy.

### Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

### The role of the subject leader, curriculum team and specialist teacher

The role of the subject leader, curriculum team and specialist teacher is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader and curriculum team to keep up to date with developments in their subject, at both national and local level.

Curriculum teams, in conjunction with teaching staff, review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and 11+ syllabus (where appropriate) ensuring learning intentions are clear and that progression is planned into schemes of work.

The subject leader and curriculum team keep a portfolio of children's work, which is used to show the achievements of children at each key stage and to give examples of expectations of attainment.

The subject leaders work with the curriculum managers and the head teacher to provide a broad and balanced curriculum which meets the needs of all learners including those with English as an Additional Language, Special Educational Needs and the more able.

### Monitoring and review

We have named governors for literacy, numeracy, ICT and Special Needs and all governors are allocated a subject in which to take a special interest. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The Deputy and Head Teacher are responsible for the day to day organisation of the curriculum. The Senior Management team monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning intentions.

Subject leaders, Specialist Teachers and the SMT monitor the way subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders and curriculum teams also have responsibility for monitoring the way in which resources are stored and managed.

Subject leaders and the SMT ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They work with the subject leaders to ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work.

Please see our Teaching and Learning Policy and individual subject policies for more details.

**Written by:** Maddie Campbell

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ST. MARY'S SCHOOL, HAMPSTEAD

EQUAL OPPORTUNITIES STATEMENT

St. Mary's School, Hampstead is an equal opportunities school.

As an equal opportunities school we will not discriminate (directly or indirectly), harass or victimise any individual or groups of individuals on the grounds of:

Ethnicity  
Ability  
Special needs and disability  
Race  
Gender  
Religion or belief  
Culture  
Home language  
Family background or  
Sexual orientation

The school is committed to the advancement of equality of opportunity.

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