



## CURRICULUM POLICY

### 1. INTRODUCTION

The curriculum at St. Saviour's School Ikoyi is all the planned activities that we organise to promote learning, and personal growth and development. It includes not only the formal requirements of the English National Curriculum (2014) and EYFS (2016), but also the various extra-curricular activities that the school organises to enrich the children's experience. It also includes the 'hidden curriculum' on what the children learn from the way they are treated and expected to behave. We want to develop children who are positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge, skill and understanding to achieve their true potential.

Our written curriculum policy plans and schemes of work consider the ages, aptitudes and needs of all pupils, including those with special educational needs (see SEN policy), and do not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We seek the highest standards of achievement for all our children. We offer full-time supervised education, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils also acquire speaking, listening, literacy and numeracy skills.

We aim to foster creativity and thinking dispositions in our children, and to help them become independent learners and global citizens. Above all, we believe in making learning and engaging.

The school provides a personal, social, citizenship, health and economic education as part of the curriculum which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation. We ensure that all pupils can learn and make progress and effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.

### 2. VALUES

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is how the school achieves its objective of educating children in the knowledge, linguistic skills and understanding that they need to lead fulfilling lives. The staff and Board of Management of St. Saviour's School are in full arrangement with the values statement included in The National Curriculum of England Framework: Key Stage 1 – Key Stage 4. These are the main values of our school, upon which we have based our curriculum.



- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures and respect for different faiths and beliefs.
- 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. We organise our curriculum to promote inclusion, co-operation and understanding among all members of our community considering the ages and needs of all our pupils.
- We value the rights enjoyed by each person in our society. We respect each child in our school for whoever 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 pupils.
- We encourage mutual respect and tolerance for others and appreciate both the British values and Nigerian values within our school.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this. We provide additional help for children with special educational needs (see SEN policy).
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.  
Our Personal Goals which run through all areas of school life are morality, co-operation, communication, respect, resilience, international mindedness, adaptability, thoughtfulness and enquiry skills.

### 3. AIMS

The aims of our school curriculum are:

- To promote the development of each pupil regardless of gender, race or social class so that all the children achieve their maximum potential. We wish to recognise the potential and to maximize the achievements of the school community.
- To develop strong links with parents, families and the wider community to enable them to enhance their educational experiences and to make them feel part of the school family. To achieve this, we will: Develop a positive ethos within which we will promote high standards for raising achievement. Have high expectations of pupils, encouraging them to have enquiring, imaginative and creative minds, to enable them to become 'independent learners'.
- To have a clear direction and purpose for each individual and always strive to improve on prior achievement. Develop an understanding of the need for good behaviour and courtesy and teach them to take responsibility for their own actions.
- To develop an appreciation of their own and other cultures, teaching tolerance, understanding and respect.
- To provide an enriching and stimulating curriculum through creative and high-quality teaching and learning experiences.
- To ensure a safe and secure virtual and physical learning environment for all.



- To prepare children for a smooth transition for the next step in their education and help to lay the foundations for lifelong learning.
- To enable children to recognise and utilise their best learning style.
- To teach children about the developing world.

#### **4. ORGANISATION AND PLANNING**

We plan our curriculum in three phases. We agree a long-term plan for each key stage year and for the Foundation Stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on a regular basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adapted the National Literacy and Numeracy Strategies for our school as deemed appropriate for the needs of our children.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage, and at both Key Stages, we adopt a topic in curriculum planning. We use carefully, making good use of natural links, so that there is coherent and full coverage of all aspects of the National Curriculum and Foundation Stage requirements and there is planned progression in all curriculum areas.

#### **5. THE CURRICULUM AND INCLUSION**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it is necessary to modify some children's access to the curriculum, to meet their needs, then we do this only after their parents have been consulted and by detailing the alternative plan on an Individual Education Plan in cooperation with the SEN coordinator.

If children need differentiated work in the class, our school does all it can to meet the individual needs. If a child displays signs of having a need for reinforcement or is more able his/her teacher assesses this need. In most instances the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. We have advanced classes for the more able children and our Intervention teachers support the children that need additional support. We provide additional resources and support for children with special needs. The school uses 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 school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.



## 6. THE FOUNDATION STAGE

The curriculum that we teach in the reception classes meet the requirements set out in the revised National Curriculum in 2014. This encompasses the revised Early Years Foundation Stage Statutory Framework (EYFS, 2016) – Our curriculum planning focuses on the Early Learning Goals, a set out in these documents, and on developing children’s skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Where the school has pupils under the age of 5, a programme of activities is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

During the reception year the teachers will assess the skills development of each child, and record this in the **Foundation Stage Profile**. This assessment forms an important part of the future curriculum planning for each child.

We understand all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are taught, and how well each child is progressing.

## 7. KEY SKILLS

The following skills have been deemed ‘key skills’ in the revised National Curriculum (2014) and EYFS (2016).

- Communicating
- Critical and creative thinking
- Information processing
- Working with others
- Being personally effective

In our curriculum planning we emphasise these skills, so that the children’s progress in all these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child’s progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

## 8. AREAS OF EXPERTISE

Our curriculum gives experience in the following areas. Details are given in plans and schemes of work:

**Linguistic**



This area is concerned with developing pupil's communication skills and increasing their command of language through listening, speaking, reading and writing. Lessons are in written and spoken English although French is also taught.

### **Mathematical**

This area helps pupils 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 are developed in a variety of ways, including practical activity, exploration and discussion.

### **Scientific**

This area is concerned with increasing pupils' 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.

### **Technology**

Pupils develop technological skills in many ways including the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, material and components to produce good quality products; and evaluating processes and products.

### **Human and Social**

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 make a strong contribution to this area.

### **Physical**

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

### **Aesthetic and Creative**

This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative and often practical responses.

## **9. THE ROLE OF THE SUBJECT AND KEY STAGE LEADER**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;



- Support and advise colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.

The school gives Key Stage and Subject leaders non-contact time according to needs identified on the school Improvement so that they can carry out their duties. It is the role of the subject leader is to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each key stage leader reviews the curriculum plans for the KS, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The Key Stage Leader also has access to current planning policies on SharePoint.

S/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

## 10. MONITORING AND REVIEW

The class teacher is responsible for the day-to-day organisation of the curriculum. The Deputy Head Teacher Academic monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Key stage leaders and Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. The Subject leader has the responsibility for monitoring the way in which resources are stored and managed. The Deputy Head Teachers, together with all SLT members meet termly to scrutinize lesson plans and children's books. Also, the Head Teacher and Deputy Head Teacher Academic conduct lesson observations twice per school year. This is to ensure high quality teaching and learning. Constructive feedback is given based on findings.

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| Policy established and agreed:              | April 2011                                  |
| Policy review cycle:                        | Every 2 years                               |
| Policy reviewed:                            | March 2022                                  |
| Date of next review:                        | Lent 2024                                   |
| Member of staff responsible for the policy: | Mrs. Rebecca Ekpenyong, Deputy Head Teacher |



## CURRICULUM GRID

Lessons: 30 minutes

| Subjects                  | R         | Y1        | Y2        | Y3        | Y4        | Y5        | Y6        |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Maths                     | 6         | 10        | 10        | 10        | 10        | 10        | 10        |
| Mental Maths              | 1         | 1         | 2         | 2         | 2         | 2         | 1         |
| English                   | 10        | 10        | 10        | 10        | 10        | 10        | 10        |
| Guided Reading            | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| Curriculum Extension Time |           |           |           |           |           |           | 1         |
| Structured Play           | 5         |           |           |           |           |           |           |
| Non-Verbal Reasoning      |           |           |           |           |           |           | 1         |
| Science                   |           | 2         | 2         | 4         | 4         | 4         | 4         |
| Humanities                | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| French                    |           | 2         | 2         | 2         | 2         | 2         | 2         |
| RE                        | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| ICT                       | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| PE                        | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| Swimming                  | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| Drama                     | 2         | 2         | 2         | 1         | 1         | 1         | 1         |
| Art                       | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| Music                     | 2         | 2         | 2         | 2         | 2         | 2         | 2         |
| PSHE                      | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| Library                   | 1         | 1         | 1         | 1         | 1         | 1         | 1         |
| P4C                       |           |           |           | 1         | 1         | 1         | 1         |
| <b>Total</b>              | <b>48</b> | <b>48</b> | <b>48</b> | <b>48</b> | <b>48</b> | <b>48</b> | <b>48</b> |