St. Andrew's School

Curriculum Policy

Maintenance

Policy Written By	**Nicola Marshall**
Date of Policy	**01/09/2026**
Next Review	**01/09/2027**

Approved by The Director of Schools, Deborah Leek-Bailey – 01/09/2026

St. Andrew's School.
Policies and Procedures.

Curriculum Policy

This policy is applicable to all pupils, including those in the EYFS

We believe that every pupil has the entitlement to experience a broad and challenging curriculum, which gives them diverse and stimulating experiences, preparing them for learning for life.

We aim to offer a balanced curriculum which promotes pupils' spiritual, moral, cultural, mental and physical development, preparing them for the opportunities, responsibilities and experiences of adult life.

The curriculum is planned to:

- Promote a love of lifelong learning, develop intellectual curiosity in our school, and a sense of awe and wonder about the world around them.
- Draw from the core requirements to meet national standards, as a minimum, offering breadth, balance and relevance and allowing flexibility for individual talents and aptitudes.
- Ensure that each pupil's education has continuity and progression.
- Meet the needs of all pupils, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- Promote the spiritual, moral, mental, physical, aesthetic and practical development of all pupils.
- Prepare pupils to contribute to society as responsible citizens.
- Promote the acquisition of skills for independent learning and encourage responsibility for those.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Promote respect both for their achievements and for those of others.
- Build the self-confidence in our pupils which will enable them to take full advantage of the opportunities they meet at school and in later life.
- Develop communication and linguistic skills, along with key transferable skills within Mathematics, English, Science and Computing.
- Nurture spiritual and moral values through all the activities of the school, in particular assemblies, and the courtesy and the respect evident in the relationships between the members of the school.
- Fulfil the requirements of the National Curriculum and EYFS Statutory Framework, as well as providing pupils with opportunities 'above and beyond' these requirements.
- Ensure the promotion of the Fundamental British Values. The policy, plans and schemes of work do not undermine the values of rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. This is reflected in policy, plans and schemes of work.

In order to facilitate this, teachers:

- Prepare and review schemes of work, taking into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- Use appropriate teaching styles to deliver well-planned lessons, which are followed up with good learning experiences in homework tasks, and to address the needs of every pupil, including those with special needs and the more able.

- Monitor the development of the formal curriculum through assessment, recording, reporting and review procedures.
- Extend the learning experiences of pupils through a wide range of visits, extra-curricular activities and fundraising events for charity.
- Celebrate the achievements and success of pupils through a variety of school activities, performances and displays and by individual commendation.
- Provide pupils with opportunities beyond the National Curriculum requirements. For example, MFL taught from Reception, two languages taught in Key Stage 2, 'Thinking Skills' sessions in Year 6, Reasoning lessons in Years 4 and 5, specialist subject teaching for Reception and a large range of extra-curricular visits/visitors and clubs.

Curriculum Planning

- The curriculum is planned in three phases. There is firstly the Long-Term Plan, which indicates what topics are to be taught each term and to which pupil.
- The Medium-Term Plans give clear guidance on the objectives for each topic.
- The Short-Term Plans are those that the teachers write on a weekly basis. These set out the learning objectives for each session and identify what resources and activities are going to be used in the lesson.
- In the Early Years Foundation Stage, practitioners plan topics based on the pupil's own needs and interests, ensuring full coverage of the relevant statements of 'Early Years Outcomes'.

EYFS

The EYFS Statutory Framework 2025 is followed in the Early Years Foundation Stage.

The EYFS principles which guide the effective work of all practitioners are grouped into four distinct but complementary themes:

- A Unique Pupil - every pupil is a competent learner
- Positive Relationships - pupils learn to be strong and independent
- Enabling Environments - supporting and extending a pupil's development
- Learning and Development - three prime and four specific areas of learning and development.

The seven areas of learning and development are divided into three prime areas and four specific areas. The three prime areas are:

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

These are supported by specific areas that strengthen the prime areas. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our aim is to provide a safe and stimulating physical environment both inside and out that has a challenging and appropriate play-based content reflecting individual needs.

The key person for each EYFS pupil is their class teacher. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar

with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers.

Child-initiated learning is a very important part of the Early Years curriculum. The children are encouraged to make their own choices in the different areas of play.
They are encouraged to:

- Choose what they wish to play with/at
- How long they wish to play
- If they solo, group or parallel play
- If they want to watch play

During the structured day/session the staff interact during all the activities to encourage sustained shared thinking, planned and unplanned learning outcomes. Staff continually observe the children and use the information gained to assess each child's development and form the basis of future planning.

<u>Subjects taught in Key Stage 1</u>

- English
- Mathematics
- Computing
- Science
- Topic: History, Geography, Art and DT. (In Year 1, Art/DT is taught as part of topic learning. In Year 2, Art/DT is taught as a separate session with a specialist teacher.)
- Physical Education
- Religious Education
- Music
- PSHE and Citizenship (including Relationships Education)
- MFL (French)

<u>Subjects taught in Key Stage 2</u>

- English (Year 3 have an additional lesson for guided reading)
- Mathematics
- Science
- Computing
- Art and Design
- Geography
- History
- Physical Education
- Religious Education
- Music
- PSHE and Citizenship (including Relationships Education)
- MFL (French) (Spanish in Years 3-5)
- Reasoning (in Years 4 and 5)
- Thinking Skills (in Year 6)

Number of lessons per week – Reception

There is a balance between pupil initiated and teacher directed learning throughout the week. The number of pupil initiated session will reduce during the academic year, to meet the needs of the pupils.	**Year R**
Child initiated	10
Phonics	5
Modern Foreign Languages	1
Music	1
Library	1
Specialist Physical Development sessions	1
Other teacher directed sessions, of varying lengths (Some short and some long inputs)	Approximately 10

Number of lessons per week – Key Stage 1

	Year 1	**Year 2**
English	5	5
Reading Time	5	5
Phonics/SPAG	4	1
Maths	5	5
History/Geography/Art/DT	3	3
Science	1	1
Computing	1	1
Physical Education	2	2
Religious Education	1	1
Music	1	1
PSHE and Citizenship	1	1
Modern Foreign Languages (French)	1	1
Library	1	1
Golden Time	1	1

Number of lessons per week – Key Stage 2

	Year 3	**Year 4**	**Year 5**	**Year 6**
English	8	7	7	7
Maths	7	7	7	7
Science	2	2	2	2
Computing	1	1	1	1
Art and Design	1	1	1	2
Geography	1	1	1	1
History	1	1	1	1
Physical Education	3	3	3	3
Religious Education	1	1	1	1
Music	1	1	1	1
PSHE and Citizenship	1	1	1	1
Modern Foreign Languages	2	2	2	1
Reasoning	0	1	1	0
Thinking Skills	0	0	0	1

- Each curriculum subject is co-ordinated by the Assistant Principals, with Middle Leaders and Subject Leaders for taking responsibility for English, Maths, Computing, PE, Science and SMSC/Enrichment. The Senior Leadership Team, along with the Middle/Subject Leaders, monitor the teaching and curriculum coverage throughout the School through lesson observations, scrutiny of work and discussion with pupils and staff.

English, Maths, Computing and Speaking and Listening

- English, Maths and Computing are core skills and as such are firmly embedded in all areas of the curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.
- Speech and the ability to listen and absorb information are vital communication skills. Our aim is for every pupil to be able to communicate clearly, proficiently and politely, using standard English. Pupils should be given opportunity to participate in discussions, give individual oral responses and adapt their speech to suit audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources.
- The amount of home-learning/Homework given to the pupils increases as they progress through the school.

PSCHE

Our PSCHE scheme complements the aims and ethos of St Andrew's School, ensuring that our pupils develop an understanding of others and their protected characteristics. The PSCHE curriculum covers essential key concepts and skills to support pupils' SMSC education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. British Values are at the heart of our PSCHE scheme. In an age-appropriate way, our PSCHE scheme covers themes such as drugs awareness and substance abuse, keeping safe (including online), building resilience to radicalisation and developing an economic understanding.

COVID-19 Pandemic

During the period of school closure from March 2020 until the end of the 2019/20 academic year, the usual curriculum was provided to pupils learning at home (and 'Key Worker' pupils learning in school) through a combination of pre-recorded and live lessons. This provision covered the full range of curriculum areas.

From 1 June until the end of the end of the 2019/2020 academic year, pupils in EYFS, Year 1 and Year 6 were able to attend school on a full-time basis. As far as possible, the usual curriculum was taught with adaptations made to address any gaps in learning along with high priority being placed on pupil well-being. In the latter part of the Summer Term, pupils in Years 2, 3, 4 and 5 were able to attend school on a part-time basis, where lessons in English and Maths were delivered. Curriculum content for the rest of the week, along with provision for those pupils where parents/carers chose not to send their child(ren) back to school, was provided for learning at home.

From September 2020, teaching staff, in liaison with the SLT, assessed the learning of pupils' and made necessary adjustments to the curriculum in order to address any gaps in knowledge and skills. Priority was also be given to the well-being of pupils.

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During the Spring Term lockdown in 2020/21, a comprehensive learning programme of home learning was put in place, consisting of predominantly live lessons throughout the day for pupils in Years R to 6.

In the event of any future school closure, year group/bubble closure or instances of individual pupil self-isolation, online learning activities will follow St. Andrew's School schemes of work, covering learning across the full curriculum range and delivered mainly through live lessons. Where necessary, adaptations to existing schemes of work will be made based on teacher assessment of pupils.

Home-learning (Infants) & Homework (Juniors)

For children in Reception year, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.

INFANTS

- Pupils have opportunity to bring reading books home on a daily basis. These are from different schemes and are graded within the National 'Book Band' levels.
- Weekly spellings are set and tested in Years 1 and 2.
- In Year R, sound and letter recognition flashcards are sent home on a weekly basis. A diary is sent home each week, outlining the pupil's learning and providing an exciting challenge. Parents and pupils are invited to contribute to this diary and the pupils have opportunity to share their home-learning in class.
- Staff and parents/carers contribute to an online learning journal 'Tapestry' for pupils in Year R.
- A 'Learning Log' is sent home to all Year 1 and 2 parents at the end of each week. This summarises what has been taught in class that week.
- In Years 1 and 2, weekly home-learning activities are set, based on the pupil's learning in class that week.
- Occasionally, pupils will be set projects to complete e.g. linked to current topic.
- Pupils choose a book from the library on a weekly basis, which is brought home.

JUNIORS

- Pupils are asked to read regularly and record their reading in their Reading Record. They follow a reading scheme in Years 3 and 4.
- Weekly spellings are set and tested
- Times tables practice is set and tested (Years 3 and 4)
- A daily piece of homework is set for either English or Maths (with English and Maths on a Friday)
- Occasionally, pupils will be set projects to complete e.g. Research based or Art based

Extra-Curriculum Content

To broaden the experiences offered to the pupils, we provide:

- A range of after school clubs
- Trips and visitors linked with themes/topics
- Trips to the theatre
- Visits to the local area
- Charity events
- Residential trips

- Sports fixtures with local schools
- Whole school events e.g. World Book Day, Science Week
- Music concerts and performances
- Dramatic and musical performances
- Prefect and Monitors roles

Inclusion

- In the delivery of this policy we aim to provide a broad and balanced curriculum for all pupils, regardless of gender, race, social or cultural background, or learning needs. Suitable learning challenges should be set to enable every pupil to experience success and achieve as highly as possible. The work for pupils with Additional Educational Needs should be differentiated either by task or outcome as appropriate, and expectations will vary according to ability. Similarly differentiation should be built into tasks for those who have been identified as being 'More Able.' Policy, plans and schemes of work take account of pupils with an Education, Health and Care Plan.
- All pupils cover the same basic curriculum in the Core and Foundation subjects. Delivery however, is adapted according to the needs and ability of each teaching group. This is achieved mainly through differentiated group and individual work in the classroom.

Equal Opportunities

- Provision is made throughout the curriculum for low and high achievers and this is identified in daily planning.
- Teaching Assistants are timetabled to work with small groups across the School, in and out of the classroom.
- Due to the size of the classes in our School, staff are able to give more time in lessons to small groups and individuals.

Assessment, Record Keeping and Recording

- Teachers will assess pupil's understanding, achievement and progress. This will be based on formative and summative assessment, observation, questioning and the marking of work.
- Pupils will be encouraged to assess and evaluate their own learning through class and partner discussions, recognising successes and identifying areas for improvement.
- Summaries of a pupil's learning across the curriculum will be written by teachers in the formal reports to parents and discussed in the yearly parents' consultation.

Monitoring and Evaluation

- Assistant Principals review planning supplied by the teachers, as well as book samples, to check coverage and progression.
- The Principal reviews this policy at least annually, and any Curriculum-related issues are reported in the Principal's termly report to Education Development Trust.
- Education Development Trust reviews the Principal's termly report and provides challenge during the termly meetings. Education Development Trust undertakes monitoring activities throughout the year and subsequently prepares a short report.

- As Proprietor, Education Development Trust is responsible for ensuring that arrangements are made to safeguard and promote the welfare of pupils at the school, and that these arrangements regard any guidance issued by the Secretary of State.
- Education Development Trust acts as a point of escalation for any related issues.

Links with Parents

- Home-School links are maintained through Home/School Record Books (Juniors) and Communication/Contact Books (Infants), which are used for passing on information between parents and teachers. In the Juniors, parents are encouraged to sign their pupil's Home/School Record every week and this is checked by the class teacher.
- In the Infants, the Home/School reading records and home-learning books allow opportunity for parents to comment on pupil's learning.
- The Year 1 and 2 'Learning Logs' and Year R 'Weekly Challenge' inform parents on a weekly basis of the learning within the classes.
- The Principal, Assistant Principals, Head of Pre-School and Middle/Subject Leaders keep parents informed of any relevant information throughout the year. For example, by providing examples of websites, book lists, etc.
- All staff, including the Principal, are available for appointments, if parents wish to discuss issues around their pupil's learning.

Staff Development

- In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed during Performance Management Reviews and linked with the School Development Plan. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively. Teachers also undertake termly Peer Observations.

This Policy should be read in conjunction with all subject policies including the PSCHE policy, the Relationships and Sex Education policy, the SEND policy and the SMSC and Fundamental British Values Policy.

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St. Andrew's School

Policy Date	1st September 2026
Policy Review Date	September 2027