



The St. Aidan's curriculum

Contents

1. Curriculum intent

1.1 School context

2. Legislation and guidance

3. Implementation

3.1 Early Years

3.2 Years 1-6

3.3 Inclusive teaching

3.4 Home learning

4. Pedagogy

5. Roles and responsibilities

5.1 Governing body

5.2 Subject link governors

5.3 Headteacher

5.4 Class teacher

5.5 Subject leaders

6. Assessment

7. Monitoring

1. Curriculum Intent

The curriculum at St. Aidan's is designed to meet our school vision, **inspire and prepare for life in all its fullness**, and is underpinned by our school values: **sustainability, kindness, resilience, peace, community and inclusiveness**.

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of St. Aidan's. We are the only Voluntary Controlled school in the diocese of London and in recognising our historic foundation, aims to serve its community by providing an education of the highest quality.

The aims of our curriculum are:

- to provide an opportunity for children to build their knowledge, by knowing more and remembering more;
- to develop children's schemata over time by providing a curriculum that is thoughtfully planned and sequenced;
- ensure planned vocabulary acquisition over time through specific teaching;
 - to secure substantive and disciplinary knowledge;
- to provide a curriculum which is ambitious and aspirational for all;
- to ensure the curriculum for children with SEND is challenging but accessible.

1.1 School context

St Aidan's serves an urban community with enormous diversity. We value the richness that this diversity brings, and plan opportunities to build on this as children move through the school. We have planned our curriculum to meet the needs of our pupils and also consider the location in which we are situated. As a one-form entry school, we know our children and community well and this enables us to meet the needs of the unique features of each cohort of children.

The British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs are embedded within our curriculum and collective worship.

The St. Aidan's curriculum has been structured with the intention to enable children to understand key concepts which are explicitly taught and designed for progression. We look to provide equality of opportunity and are always looking for opportunities to develop culture beyond the classroom. Educational visits and visitors into school are an important aspect of our curriculum and are planned to provide exciting and memorable first hand experiences and broaden the children's enthusiasm for and understanding of the topics we teach and provide an opportunity for them to apply their knowledge.

Whilst we expect all children to experience the richness that learning in London has to offer, we also target some activities towards some groups of children who have less access to opportunities outside of school in order to address social disadvantage.

We regularly review our curriculum offer to ensure it continues to meet the needs of children at St. Aidan's.

2. Legislation and guidance

Our curriculum reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Implementation

3.1 Early Years Curriculum

Our EYFS curriculum is delivered using a play-based approach. We plan a balance between children having time and space to engage in activities they initiate themselves and those that are planned by adults. At all times staff interact with the children to challenge and stretch them. At various times during the day children in Reception class may be taught either as a whole class or in small groups, notably for daily phonics sessions (using the 'Read Write Inc' programme) and short 'Mathematics Mastery' sessions.

Children in the Nursery and Reception classes have access to stimulating inside and outside environments and are encouraged to free-flow between both spaces.

Learning opportunities are planned around the interests of the children and are based on spontaneous observations in order to provide opportunities for the next steps in their learning. Some learning opportunities are planned around themes e.g. transport, castles as well as key events in the year e.g. the seasons, festivals.

Further details are available in our Early Years policy.

3.2 Curriculum for Years 1 to 6

Children in Years 1 to 6 are taught all areas of the National Curriculum:
Core subjects

- English
- Mathematics
- Science

Foundation subjects

- Art and design
- Computing
- Design and technology
- French
- Geography
- History
- Music
- Physical education

In addition, all children study Religious Education (R.E.) and Personal, Health and Social Education (P.S.H.E.) and Relationships and Sex Education (R.S.E.)

See Appendix 1 for the vision and rationale for these subjects.

3.3 Inclusive teaching

The curriculum is designed to be accessed by all children who attend St. Aidan's. Where necessary, it is adapted to meet the needs of particular pupils, whilst maintaining high ambition for all. Work in the core subjects as well as foundation subjects is scaffolded to meet the needs of individuals, whilst maintaining challenge. This may involve pre-teaching, consolidation of vocabulary and concepts through mind mapping or providing key vocabulary in other languages.

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take success and progress in all subjects.

3.3 Home learning

Home learning tasks are shared with parents via a weekly newsletter for children in Early Years and via Google classrooms for all other year groups.

Each week, there will be a précis of the work covered in class to enable parents to know have information on what their child has been studying that week. The four vocabulary words of the week will be shared, along with other tasks that may include reading, spelling patterns, a maths task or a research or talk activity.

4. Pedagogy

At St. Aidan's we develop outstanding classroom practice, by evolving our pedagogy through the application of research. We look to the needs of the children we teach and the ambition of our curriculum to develop the knowledge and skills of our staff team over time. All classroom staff complete relevant training for their role and to allow them to deliver or support high quality teaching in the classroom.

As reflected in our Brilliant Basics for teachers, we have developed our own expectations about High Quality First Teaching that staff deliver every day in class. This will continue to evolve in order to best meet the needs of children.

In August 2019 we were recognised as an Eklan Communication Friendly setting, following significant training for all staff in communication and language development. This has ensured that we have a whole school approach to embedding deliberate vocabulary development and developing effective communication for all children.

In 2020, all teachers completed level 1 SAPERE training to enable them to encourage philosophical questioning and dialogue and to be able to identify resources which encourage rich discussions in the classroom.

In 2021, all staff received training in Zones of Regulation to enable children to identify and regulate their emotions more effectively.

We are now using Sherrington and Caviglioli's Walkthrus to develop our core pedagogy across the school. We have found that this provides a practical way for teachers to develop their practice by applying relevant research.

5 Roles and Responsibilities

5.1 The Governing body

The governing board will monitor the effectiveness of the curriculum and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- They review the subject school improvement plans for the core subjects: English, maths and science and the progress made towards the objectives set.

5.2 Subject link governor

A governor is linked to each area of the foundation stage curriculum. The link governor will meet with the relevant subject leader at least annually. The link Governor writes and submits a report to the full Governing Body.

5.3 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

The Headteacher has overall responsibility for the leadership of the curriculum and delegates responsibility to key staff.

5.4 Class teacher

The role of the class teacher is to:

- plan in accordance with the National Curriculum and the curriculum plans for that year group;
- follow the expectations set in out the St. Aidan's Brilliant Basics document.

5.5 Subject leader

The role of the subject leaders is to:

- keep up to date with developments in their area of learning at both national and local levels;
- review delivery of the subject they lead and plan for improvement linking to whole school objectives;
- review curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for;
- audit, order and manage resources to enhance learning experiences for the pupils; • monitor how their subjects are taught through reviewing planning ensuring that appropriate teaching strategies are used;
- keep the Governing Body informed of their curriculum area. Subject leaders of core subjects will attend two full Governing Body meetings each academic year to present their subject school improvement plan and then to follow up with an account of progress made towards the objectives set and an update. Subject leaders of foundation subjects will meet twice a year with their subject link governor.

6 Assessment

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support.

Pupils' progress across the curriculum is assessed by teachers throughout each year and reported to parents in written reports at the end of the Summer term of each school year and at parental consultations during the Autumn and Spring terms.

During the Foundation Stage teachers record the pupils' progress using the Foundation Stage profile.

7 Monitoring

The Governing Body monitor coverage of National Curriculum subjects and compliance with other statutory requirements through feedback from the subject leaders of core subjects and reports from subject link governors.

The Leadership team undertake a cycle of school review to monitor standards and ensure the expectations outlined in Brilliant Basics are implemented.

Subject leaders have the opportunity to review teaching and learning in the areas they lead on a regular basis.