



St Martin's School

N O R T H W O O D

2a Curriculum Policy

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Foreword

The curriculum is defined here as the full range of lessons taught within an academic year.

The Nursery and Reception pupils follow the Early Years Statutory Framework. The curriculum as a whole tends to be both wider and deeper than the National Curriculum 2014. Heads of Department review their scheme of learning in relation to the National Curriculum. National Curriculum assessment procedures are not operated.

Aims

The aim of the curriculum is to:

- a) promote an enjoyment of learning and a commitment to learning and achieving.
- b) enable all pupils, including those with Special Educational Needs or Disabilities (encompassing those with an Education, Health and Care Plan) to achieve the best possible progress and attainment.
- c) prepare pupils for their future school and life outside of school in a British and world society
- d) provide pupils the opportunity to acquire high levels of skills, knowledge and understanding in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- e) enable pupils to make cross-curricular links between different areas of learning, particularly through the application of literacy, numeracy and ICT skills
- f) promote a growth mindset in pupils and develop the 'Smart Qualities' of curiosity, resilience, collaboration, empathy, risk taking and reflectiveness.
- g) promote pupils' mental health and wellbeing
- h) provide personal, social and health education which reflects the school's aims and develops the whole child within a Christian ethos.
- i) provide pupils opportunities to develop a range of thinking skills including analysis, evaluation and synthesis.
- j) promote mutual respect and tolerance of those with different faiths and beliefs and those from all social, cultural and ethnic backgrounds, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- k) Support, promote and teach children the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- l) promote a consistent approach to teaching, learning and assessment across the school for the boys in our care and is to be used in conjunction with subject specific requirements and those of boys in the Early Years Foundation Stage

Organisation

The EYFS, KS1 and Juniors are taught mainly by Form Tutors with subject specialist taking lessons in P.E, music, art, design technology, computing and French. From Year 5, lessons



are taught by subject specialists. Life studies is taught by Form Tutors throughout the school.

Heads of Department produce a scheme of learning. Termly plans indicate the learning objectives and teaching activities; these are produced by the Head of Department or a teacher with responsibility for the subject.

The allocation of lessons in the main school is as below.

2021	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Activities	0	0	2	2	2	2
Art	1	1	1	1	1	1
Computing	1	1	1	1	1	1
Drama	1	1	1	1	1	1
DT	1	1	1	1	1	1
English	6	6	5	5	5	5
French	1	1	2	2	2	2
Games	2	2	2	2	2	2
Humanities ¹	3	3	2	2	2	2
Latin	0	0	1	2	2	2
Life Studies	1	1	1	1	1	1
Maths	6	6	6	5	4	4
Music	1	1	1	1	1	1
P4C	1	1	0	0	0	0
PE	3	3	1	1	1	1
RS	1	1	1	1	1	1
Science	2	2	3	3	3	3
Spanish	0	0	0	0	1	1
Total	31	31	31	31	31	31

Lesson Allocation Pre Prep	Y1	Y2
English	4	5
Maths	5	5
Phonics/Spelling	4 short 1 long	5 short
Science	1	1
Topic (History/Geography)	2	1
Music	1	2
French	1	1
RS	1	1
Art	1	1
Life Studies	1	1
Computing	1	1

¹ Humanities incorporates geography and history, with each having different topics.



PE	1	1
Swimming	1	1
Mindfulness	0	1

Teaching and Learning Strategies

Teaching staff are expected to keep up to date with their pedagogical skills through continual professional development. Staff are encouraged to attend courses annually and feedback to colleagues.

The School recognises that boys are learning all of the time; therefore, we seek to maximise the opportunities available. For this reason, it is necessary to ensure that planning incorporates as many as possible. We also recognise that children learn in a variety of ways and our teaching reflects this.

We believe that boys should take an active part in their learning by:

- a) being provided with starting points that reflect their interests and experiences
- b) developing their self-evaluation skills
- c) having opportunities to review what they have learnt
- d) engaging with timely feedback, both written and verbal, to celebrate success, establish targets and reviewing learning strategies

Commercially available schemes of work and elements of the National Curriculum are used where appropriate to support the teaching of all areas of the curriculum.

Homework is a valued part of a boys' learning. Further details can be found in the Homework Policy.

The School is fully aware of the requirements of providing for all pupils, including those with Special Educational Needs or Disabilities. Further details are available in the Special Educational Needs Policy, Gifted and Talented Policy and the English as an Additional Language Policy.

In the Early Years Foundation Stage the needs, interests and stages of development of each individual child are considered when planning stimulating and challenging activities.

Achievements

Children are positively encouraged to share their achievements at school and out of school, wherein:

- a) self-esteem is gained by having work displayed;
- b) sustained effort including drafting and reworking is encouraged to enhance standards;

- c) school events, including Assemblies, are seen as opportunities for all pupils to demonstrate their own best performance and out of school achievements;
- d) pupils are encouraged to produce work that represents their highest standards of personal achievement;
- e) value is openly expressed for participation in extra-curricular activities.
- f) exceptional effort is given individual praise and awards by the Head.

Independent Learning

Independent learning is encouraged boys by:

- a) focusing on the learning taking place and not the work
- b) ensuring boys have a broad and balanced curriculum
- c) having good classroom organisation, providing appropriate and easily accessible resources, the independent use of which is encouraged
- d) planning a progression of skills through both open ended and structured activities, providing opportunities for boys to communicate their findings in a variety of ways
- e) promoting value in the Smart Qualities
- f) promoting self and peer assessment
- g) encouraging boys to recognise that there are many sources of information
- h) planning for boys to use higher order thinking skills
- i) developing boys' critical thinking skills

Promotion of Mental Health and Well-being

The school recognises that whilst the curriculum is demanding, it needs to remain realistic to the meet the emotional and intellectual needs of each child. To this end, work for pupils is differentiated through various means (task, outcome or support for example) and setting is used to assist this in different years of the school. The homework policy sets out the guidelines in order that the home-life of pupils is not negatively impacted by the expectations placed upon them. Pupils are referred to the pink pages of the Pupil Diary in Years 3 to 6 to help them understand what to do if they were to find themselves in a situation that could negatively impact upon their well-being.

Life Studies, Form Time discussions and assemblies looks at how as individual pupils can deal with situations, both in school and out of school, that can impact on pupil well-being. In Year 4, all pupils complete a 12-week Pawsb (Mindfulness in Schools Project) course. For some pupils, concerns are followed up with the Head of Learning Works. Two members of staff, one in the Main School and one in the Pre-prep have completed 'Drawing and Talking Therapy' courses and offer this to individuals where this is felt to be beneficial. Access to the School Counsellor is referred through the Assistant Head (Pastoral).

Clear, timely communication with parents is fundamental in addressing concerns around a pupil's mental health and all such concerns are entered onto CPOMs and brought to the attention of the Assistant Head (Pastoral) and disseminated accordingly in order that the school can be as proactive as possible.

Promoting Fundamental British Values

The fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith will be taught and promoted through daily interactions with pupils and as opportunities arise in subject discussions, notably humanities, RS and Life Studies. In addition, assemblies and the School Council will be used to highlight these key issues.

Development of Thinking Skills

Means of developing thinking skills include:

- a) asking and answering questions
- b) creative activities
- c) debates, role-plays and oral presentations
- d) designing and making things
- e) experimentation
- f) fieldwork, visits to places of educational interest and through visitors to the School
- g) imagining
- h) investigation and problem-solving
- i) listening, talking and discussion
- j) making choices and decision-making use of ICT
- k) multimedia resources

Continuity and Progression

Planning is a process in which all teachers are involved, wherein:

- a) the priorities for curricular planning are specified in the Department Development Plans, which are developed through a process of collaboration between the staff;
- b) *Planning grids for each Foundation subject are developed using the skills objectives listed in Chris Quigley's "Essentials Curriculum". These planning grids are organized into two-yearly blocks; milestone 1 covering Key Stage 1; milestone 2 covering Years 3 and 4 and milestone 3 covering Years 5 and 6. Relevant Year group staff decide when the objectives will be taught and from them half-termly plans are produced. This planning is monitored by the Assistant Heads and the Head.*
- c) regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

The Heads of Department have a variety of roles. They:

- a) work with the Head and Assistant Heads as appropriate in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;

- b) support colleagues in their development of detailed work plans and implementation of the scheme of work and in assessment and record keeping activities;
- c) monitor progress through tracking of pupil progress in their subject and advise on action needed;
- d) keep up-to-date with developments in their subject through reading and attending relevant courses;
- e) disseminate information to colleagues as appropriate;
- f) ensure resources are used effectively and oversee purchases;
- g) Co-ordinate the preparation of materials for internal exams and assessments and ensure pupils are aware of the requirements.

Cross phase continuity is ensured by:

- a) handover meetings as pupils move between the different sections of the school.
- b) ongoing tracking of pupil progress in their classwork, with records being kept during each term and recorded for all subjects in a centralised location (Tracking Folder in Teams)
- c) centralised records of summative assessments
- d) a departmental development plan that covers work in the different sections of the school
- e) regular Senior Leadership Team meetings at which the Assistant Heads have an opportunity to liaise
- f) regular Senior Management Team meetings at which the Heads of Section have an opportunity to liaise

Assessment, Recording and Reporting

Assessment is continuous. It allows teachers to make repeated assessments over time, in a range of contexts and provide them with the knowledge of their boys' needs, achievements and abilities, enabling planning and teaching to be more effective, thereby improving learning and raising the attainment for every boy.

The overall aims and objectives of assessment are to

- a) provide information for target setting for individuals, groups and cohorts throughout and between the different stages of the School.
- b) provide information for parents that enables them to support their boy's learning.
- c) analyse results and track attainment within the school
- d) use assessment information for school improvement through identifying strengths and potential weaknesses in the school provision.
- e) provide the Headmaster and governors with information that allows them to make judgements about the effectiveness of the school.

Types of Assessment

Formative assessment, is the day-to-day assessment of boys' understanding of the teaching taking place. It may take the form of questioning, discussion with the pupil, observation of a pupil working or marking.

Diagnostic Assessment is a formative approach which will focus on specific patterns of error or weakness in the work, and will offer specific guidance for their improvement. It must be remembered, however, that no diagnostic test is 100% accurate. Teachers should balance a test result against their own professional judgement of aptitude. (Refer to SEND Policy and liaise with the Learning Support Coordinator and / or the Head of Learning Support.)

Summative Assessment will focus on what a student has achieved independently up to a particular moment in time. This includes the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

Assessment as Learning

We recognise that the more boys understand about, and take responsibility for, their own learning, the more effective it will be. We aim to ensure that boys are clear about learning outcomes and the steps towards achieving them. High quality, timely feedback following assessment is essential in promoting the learning of our boys and is to be used as a model when boys assess their own work. The boys are given opportunities and supported in making realistic assessments of their own learning needs. They are encouraged to take an active role in the learning process, including assessing their own progress through:

- a) Reviewing their work
- b) Responding to the written feedback of teachers
- c) Being aware of the learning objectives and what they should have achieved / be able to do at the end of the lesson/activity
- d) Evaluating their work against learning objectives and success criteria
- e) Being given the opportunity to mark their own or their peer's work against clearly defined criteria. This requires boys to have a real understanding and focus on objectives, so that they can make justifiable judgements about them
- f) Setting themselves targets, including those involving guidance and sharing opinions with a peer
- g) Using thinking time and talk partners.
- h) Indicate understanding through informal opportunities.

For assessment to be most effective, it needs to be applied consistently throughout the School, kept up to date and where recorded, done so in a manner that is easily accessible and in accordance with the School Data Protection Policy. The manner of recording evidence needs to bear in mind that the assessment data may need to be accessed by the Heads of Department, Heads of Section or members of the Senior Management Team.

Some recording, such as formal internal examinations and standardised test results, will include the use of ICT and documents that are located within Teams.

Departments aim to involve the boys in the assessment process as much as is suitable to their level of maturity in order to motivate boys and help them to develop their skills of independent learning.

Marking

The following applies for all subjects and is supplemented and supported by the individual subject marking policies.

- a) Marking needs to be regular, kept-up-to-date and be promptly returned to pupils.
- b) Marking will include a mix of summative and formative assessment.
- c) All pupils' work should be marked in a colour that contrasts with the pupils' work (not red) including work that is checked by a teacher following self or peer assessment.
- d) Marking should aim to encourage, support and motivate the pupils using reward points as appropriate.
- e) Marking should give clear advice on how pupils can improve in the future. These should relate to the learning intentions of the lesson. Pupils are to be given an opportunity to show they have read / acted upon advice given.
 - i. Year 3 and 4 pupils to mark teacher or peer comments with an 'R' to show that comments have been read.
 - ii. Year 5 to 8 pupils to make corrections, answer questions and respond to comments.
- f) When verbal feedback or one-to-one intervention is given, this can be indicated in pupils' books with the abbreviations VF and (1:1) respectively.
- g) Agreed abbreviations and key words as set out in individual subject policies should be used.
- h) Late or copied work should be identified and followed up.
- i) Errors should be corrected and marking in all subjects may need to include the pupils' use of English, particularly grammar, punctuation, and spelling. The teacher will be sensitive to individual pupil's needs and ensure the focus of marking is linked to the learning objective.
- j) Teachers should keep a record of the pupils' marks using grades or scores as deemed appropriate for the task set.

Target Setting

Target setting is seen as an important part of assessment and each individual pupil's learning.

It is an ongoing, formative process involving communication with boys and parents. In addition to targets relating to boys' work as per the Marking Policy, targets are also shared

with the boys through discussion and reports, and, in years 3 to 8, the formal setting of academic and behavioural targets at the end of term. For years 3-6 this is recorded in pupil planners and for years 7-8 using target sheets.

Overview of Reports and Standardised & Summative Assessments

Target setting is seen as an important part of assessment and each individual pupil's learning.

	Autumn	Spring	Summer
Nursery	Information Evening Parents' Evening Progress Report	Parents' Evening Progress Report	End of Year Report
Reception	Information Evening Parents' Evening Progress Report	Parents' Evening Including Target Setting) PTE PTM ² Progress Report	EYFS profile End of Year Report
1 and 2	Information Evening Parents' Evening Progress Report PTE PTM ²	Parents' Evening (including target setting) Progress Report	End of Year Report PTE PTM ²
3	Open Afternoon Parents' Evening Progress Report PTE PTM ²	Parents' Evening Open Afternoon Progress Report	Maths and English Assessment within the classroom End of Year Report PTE PTM ²
4	Open Afternoon Parents' Evening Progress Report PTE PTM ²	Parents' Evening Open Afternoon Progress Report	Information Evening Maths and English Assessment within the classroom End of Year Report PTE PTM ²

² Progress Test in English and Progress Test in Maths

	Autumn	Spring	Summer
5	CATs ³ Information Evening Parents' Evening Progress Report PTE PTM ² Formative assessments in the classroom for Maths and English	Parents' Evening Progress Report Formative assessments in the classroom for Maths and English	Exams – Maths and English PTE PTM ² End of Year Report
6	Information Evening CATs ³ Exams – Maths/English Parents' Evening Progress Report	Parents' Evening Progress report	Information Evening Formative assessments within the classrooms. End of Year Report
7	Parents' Evening Progress Report	Maths and English Exam Parents' Evening Progress Report	Parents' Evening Exams – Core End of Year Report
8	Parents' Evening Examinations 8 subjects Progress Report	External Exams Progress Report	Exams CEE End of Year Report

Use of Resources

Classroom resources are the responsibility of classroom teachers who ensure that;

- there is a range of appropriate and accessible materials available from which pupils can select those suitable to the task in hand;
- all children know where resources are kept and the rules about their access and use;
- all children know what they must not touch for reasons of safety and privacy;
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate;
- children and teachers act together to establish an attractive, welcoming and well organised environment engendering respect, care and value for all resources.

Time is a resource that is valued. To maximise its use:

³ Cognitive Abilities Test

- a) as children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- b) time wasting is reduced by ensuring that tasks are made specific and clearly defined and resources can be accessed quickly;
- c) children engage in useful activities immediately upon entering the classroom and know what to do between the end of an activity and the end of a session.

Information and communication technology is a resource which is used across the whole curriculum (see individual subject schemes of learning for details). Each class has a timetabled computing lesson each week, most of which take place in our dedicated room. Boys in KS3 bring in their own devices and other pupils have access to class sets of iPads.

Equal Opportunities

All pupils at St Martin's School have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school.

The Curriculum Policy embraces equality of opportunity for all, regardless of race, gender, culture, other protected characteristics or ability as outlined in the Equal Opportunities Policy.

Health and Safety

Health and Safety must always be considered when carrying out any activities. If there is a conflict between a policy, procedure, or scheme of work and a Health and Safety consideration, the latter will always take precedence.

Links with Other Policies

- Data Protection Policy
- English as an Additional Language Policy
- Gifted and Talented Policy
- Health and Safety Policy
- Homework Policy
- Special Educational Needs and Disabilities Policy

Review and Monitoring

The Head and Assistant Heads monitor the overall effectiveness of the Curriculum Policy, the individual Subject Policies and the Schemes of Work in use in the school through:

- regular staff meetings;
- the monitoring of teachers' planning;
- meetings with individual Heads of Department;
- the direct observation of class teaching;
- book audits;
- the analysis of standardised test results and summative assessments