



St Nicolas C of E Academy

Together We Flourish

Curriculum Policy

Written: Summer 2022



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Vision and Values

Our vision as a Church of England primary school, deeply rooted in a strong Christian tradition, is to develop happy, young people with enquiring minds, a spirit of curiosity, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

Our vision draws inspiration from the Parable of the Sower which is found in the gospel of Matthew 13:1-9, 18-23 in the New Testament.

A farmer sows seed in a field:

- Some seed falls on the paths, and the birds quickly eat it.
- Some seed falls where there are rocks, and not much soil. Plants grow quickly, but soon the sun dries them. There is not enough soil, and the plants die.
- Some seed begins to grow in a place where there are too many weeds. The weeds stop the growth of the plants, and the plants die.
- But some seeds fall on rich soil. So, the plants flourish.

We strive to provide the rich soil that enables our children and adults to develop the deep roots that they need to flourish in the love and grace of God. Within our community, our Christian school nurtures growth and supports all to have the courage to face challenge and the resilience to persevere even when confronted by difficulties. We endeavour to provide abundant opportunities which provide a platform for unique strengths and talents to blossom, where everyone feels valued and has respect for themselves and others, and hope for the brightest future.

Our mission, as a school with a religious character, is to provide an education of depth and quality in a Christian ethos which ensures the children and adults have the nurturing and aspirational environment to reach their full potential.

To realise our mission, we endeavour to live out our vision through our school motto:

Together We Flourish

Christian Values are interwoven through our vision, mission and motto and are embedded throughout the curriculum with a particular focus given to:

- Love (Compassion and Friendship)
- Peace
- Thankfulness
- Perseverance
- Service
- Hope

Our one school rule of respect ensures everyone feels valued and is the lens through which all our values are viewed.

Equalities Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering engaging and awe-inspiring learning experiences. It is bespoke to the needs of the pupils at St Nicolas Academy, not only by focussing on subject specific knowledge, skills and understanding as outlined in the National Curriculum, but by developing a positive growth mind set, a sense of responsibility and thought-provoking topics that take them beyond the classroom.

At St Nicolas we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils. Furthermore, we strive to embed the knowledge our pupils need to develop an understanding and a respect of different backgrounds and cultures both within our school community and in wider society.

Ultimately our curriculum is intended to be:

- Sequential
- Progressive
- Ambitious
- Creative
- Engaging

Our exciting curriculum responds to the needs of our learners and their interests, by enhancing learning experiences and raising awareness from the local community to national and global arenas.

Thus, we will develop outward-looking pupils who are confident, compassionate, articulate and knowledgeable. They will have a deep empathy and understanding of the wider world and can make a valuable contribution to society in the future.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

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.

Organisation and Planning

Our bespoke thematic curriculum provides learning opportunities that are tailored to the needs, experiences and background of our children, linked to the 2014 National Curriculum programmes of study as outlined in our Long Term Plan which can be found on our curriculum pages of our website:

www.stnicolas.covmat.org/our-curriculum

In the Early Years Foundation Stage (EYFS), the Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes seven areas of learning and development:

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

- communication and language;
- physical development;
- personal, social and emotional development;

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

Read, Write, Inc. is used as a sequential and progressive scheme that supports children in becoming skilful, enthusiastic readers.

We provide a wide range of books for children to read independently at home for pleasure, fluency and comprehension. Simultaneously, we use high quality class texts and multimedia resources, that are age and stage appropriate, to challenge our pupils and develop skills further through a highly structured bespoke approach to reading comprehension.

Maths plans are produced using the National Curriculum. For these, staff use NCETM documents, 'Teaching for Mastery' and the Power Maths scheme of learning to produce weekly plans. Counting, times tables, reasoning and problem solving are key elements of weekly Maths teaching and learning. We ensure children learn the 'building blocks' of Maths through thorough teaching of number skills and objectives and staff encourage all children to apply their knowledge and understanding in a range of contexts and problems. Children are encouraged to work through the challenges and no ceiling is put on children's learning. Curriculum coverage is regularly reviewed to ensure that, however the curriculum is planned and taught, pupils are receiving their entitlement to the full range of the National Curriculum or the EYFS curriculum.

Teachers have worked together to agree whole school implementation of our curriculum to ensure consistency in the same year group and progression throughout the school. Subject Leaders monitor the teaching and progression of their subject area.

Through quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all children will be challenged to be inquisitive, compassionate, courageous and creative learners. They will have opportunities to influence their own learning through age appropriate and progressive themes based on History, Geography or Science. Maths, English, other Foundation subjects will be taught discreetly.

Role of the Subject Leader

Each subject leader's role is to provide professional leadership and management for a subject, to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Each subject leader has responsibility to liaise with their link governor and to involve them, wherever possible, in the life of their subject across the school. Subject leaders monitor their subject on to ensure full coverage of objectives across school, as well as ensuring that clear progress and high standards are evident.

Inclusion

The school is committed to inclusion. We believe that all children should be equally valued in school and our policies and practices include all learners. We aim to engender a sense of community and belonging, where all pupils are able to participate in the curriculum and all aspects of school life. We aim to provide a challenging curriculum for all pupils which provide opportunities for their talents to be developed.

We believe that educational inclusion is about equal opportunities for all learners. We aim for every child to experience success and reach their full potential by providing the highest standard of education and a caring environment. We pay particular attention to the provision for and the achievement of different groups of learners.

Pupils are supported by the class teacher and teaching assistants both within the classroom and outside. We endeavour to maintain the child's full curriculum entitlement by balancing withdrawal sessions with classroom supported time, according to the specific needs of the child.

The MAT has agreed a policy for Equalities, which considers the Special Educational Needs (SEN) Code of Practice. Further information can also be found in the Academy's Special Educational Needs and Disability (SEND) Policy, Accessibility Plan and SEND Information report.

Outdoor Education and Residential Visits

Planned educational visits across all areas of the curriculum are an essential means of providing first hand experiences. Children are given opportunities to learn outdoors from onset in Reception and throughout their school life at St Nicolas. In Years 5 and 6, they are given the opportunity to live and learn away on residential trips.