



St George's
School Edgbaston

LOWER SCHOOL CURRICULUM POLICY

Revised: July 2020



COVID-19 Adaption of the Curriculum Policy

This academic year, there will be amendments to the Curriculum Policy informed by Government guidelines to cover curriculum content that has been missed due to school closures so that all pupils are given the catch-up support needed to make substantial progress by the end of the academic year.

Early in the Autumn term, children will be carefully assessed to identify gaps in their learning and to re-establish good progress in essential skills including: phonics, reading, increasing vocabulary, writing, numeracy skills and reasoning. This will be addressed by identifying further opportunities across the curriculum for wider reading and development of vocabulary, as well as cross curricular opportunities to use and apply literacy and numeracy skills. Small group interventions will be run for specific children.

The Senior Leadership Team, SENCO, curriculum leaders and class teachers will work closely to identify the key concepts, skills and knowledge that needs to be covered and how best to do this without putting undue pressure on the children. Reengagement with learning and pupil well being is of the utmost importance for long term progress and achievement.

Whilst following the curriculum plans for this academic year teachers will use all opportunities to reinforce the content that was delivered via our remote learning during last Summer term. Any content not covered via remote learning will be incorporated into this year's topics or taught discretely at an appropriate point throughout the year.

Literacy targets will be displayed in the children's literacy and topic books so that they can refer to them when applying their reading and writing skills in different contexts.

Children will have increased opportunities for developing their reading and writing skills in subjects such as science, geography, history and art by using a range of non-fiction texts to undertake research and to investigate new vocabulary. Narrative texts and poetry will also be used in these lessons to deepen children's understanding of different time periods in history, and for study about life in different localities, using a variety of comprehension activities.

A variety of non-fiction text types will be identified for each topic. This enables us to provide opportunity for children to apply their literacy skills in different contexts, such as persuasive leaflets and letters when learning about environmental issues. Pupils will write information texts, explanation texts and recounts to practise organising and presenting their written research. Recounts can be used when writing

in the role of people from different periods of time and people living in different geographical locations.

Numeracy skills will be reinforced and applied in cross curriculum subjects where appropriate; for example, Science, Geography, D.T and Art. Small group interventions will also be used to aid pupils make good progress.

Key vocabulary for each lesson will be identified, with opportunities for children to clarify the meaning through a wide range of activities such as dictionary skills, word mapping, matching definitions, finding synonyms etc. This vocabulary will be displayed in the classroom.

St George's School is a Rights Respecting Silver School. The following Rights have been considered when writing this policy.

- Article 2 – non-discrimination
- Article 12 – respect for the views of the child
- Article 23 - children with a disability
- Article 28 – right to education
- Article 29 – goals of education
- Article 15 – freedom of association
- Article 31 – leisure, play and culture

Introduction

We believe children learn best when they can see links between concepts, and have reasons for their learning. St George's Lower School has adopted a meaningful, functional curriculum encompassing all core and foundation subjects. We aim to foster a lifelong love of learning, through adopting a highly practical and cross-curricular approach. Learning should be meaningful and purpose driven. The curriculum has been designed to deliver an education that will equip our children with the skills required to be responsible citizens, and promotes Fundamental British Values.

Developing caring and responsible citizens who:

- Respect others
- Have empathy and tolerance
- Have enquiring minds
- Are resilient
- Can communicate well
- Are able to learn independently and collaboratively
- Have essential learning skills in literacy, numeracy, science and ICT
- Are creative and resourceful
- Develop problem solving skills, and can transfer skills to different situations
- Are confident individuals who are able to live safe, healthy and fulfilling lives (Preparing for Adulthood – PfAs)
- Know how to sustain and improve the environment and consider the needs of present and future generations when making choices
- Have a sense of belonging, worth, purpose and identity through contributing to our school, local, national and global community
- Understand the need for democracy

Delivery

Topics are carefully created using content from the National Curriculum, which enable us to make meaningful cross-curricular links. Skills continuums support planning and differentiation. Key skills are carefully pulled together to create topics with clearly identified cross-curricular Literacy, Numeracy, SMSC, FBV, PfAs and ICT opportunities and have a purposeful end goal linked to the Sustainable Development Goals. The nature of our topics encourages children to apply a range of skills across their learning; making connections, so deepening their subject knowledge and understanding. Pupils are actively involved in the planning, decision-making and delivery of their learning. Opportunities to practice functional life skills are given through problem solving activities, performance, charity work, community outreach and trips.

Through having a purposeful end goal initiated by the children, pupils are inspired and enthusiastic about their learning. As a school we believe learning takes place in many situations, both inside and outside of the classroom. We often plan trips at the beginning of new topics so they have tangible real-life experiences to support their learning, develop their interest and enable them to make links across the curriculum. These experiences support the acquisition of key skills to help them understand more abstract concepts.

This is also an opportunity for St George's to make links between our school and the local community. These will take place within our school grounds, the local area and beyond. We incorporate experiences throughout the year to give the children the opportunity to have a deeper understanding of a variety of religions, cultures and beliefs. Residential trips are offered to our Year 5 & 6 pupils to foster independence, collaborative learning and resilience.

Foundation Stage

Our Foundation Stage curriculum is guided by the Early Years/Foundation Stage (EYFS) guidelines and principles. At St George's we endeavor to ensure that the EYFS curriculum provides a firm foundation for the rest of their education. We design our curriculum to enable our youngest pupils to develop Key skills and attitudes towards learning. All topics covered in the EYFS link progressively with those taught across school. We have a separate EYFS Teaching and Learning Policy, which provides more detail.

Subject Specific Teachers

All pupils are expected to take part in the school's physical education and games program, which provides opportunities for both indoor and outdoor activities. PE lessons are provided two times a week; one session is taught by the specialist PE

teachers from Upper School, the other will either be delivered by the class teacher, or it will be a swimming lesson delivered by trained swimming instructors. Throughout the school week there are numerous other opportunities for children to be physically active both inside the classroom and in the grounds.

French lessons are planned and delivered weekly by a member of the Upper School Modern Foreign Languages department. Pupils from Year 3 – Year 6 have the opportunity to learn French.

All pupils from Reception to Year 6 have a weekly Music lesson taught by a member of the Upper School Music department. They also take part in a weekly singing assembly. Throughout the year pupils have ample opportunities to perform in productions and assemblies. Many children also take advantage of the extensive range of peripatetic music lesson on offer in school.

Long Term Planning

We follow the National Curriculum and teach the required knowledge and skills for the appropriate year group. Over the course of each year all foundation areas will be covered, however some subjects have a heavier weighting within topics than others. Science is expected to be taught in every topic; however, some scientific concepts will be taught as discreet subjects.

Medium Term Plans

Teachers use the long-term plan and National Curriculum objectives to begin to create a theme which will be developed with the children's ideas. The teacher will focus on engaging and meeting the needs of their particular children. Teachers develop their plan, identifying resources, possible trips and experiences to promote learning. RE and PSHE are taught as discrete lessons, however, SMSC, FBV and PfA links within topics are identified on the MTP planning. We use the Birmingham Agreed Syllabus for RE, Protective Behaviours and the Jigsaw program for PSHE. Opportunities to embed spiritual, moral, social and cultural development are identified and these run throughout the curriculum to support our Rights Respecting Schools ethos.

Short Term Plans

There is a consistent approach to short term planning.

Teachers are expected to consider:

- The learning objectives to be covered
- The skills or knowledge needed to succeed
- AFL and key questions

- Possible misconceptions
- How the learning will develop throughout the lesson
- Ensuring progress for different groups of children – challenge, scaffolding, EAL etc.
- IEP targets and EHCP short term outcomes (as appropriate)
- Key vocabulary - this may be subject or skills specific
- Use of thinking tools to promote independent learning
- Previous learning and next steps from the medium-term planning.

Teachers are not required to produce written plans but good quality PowerPoint/flipcharts which will demonstrate they have carefully considered the points about. We believe it is important that teachers spend time carefully considering how they present lessons and the resources to be used to ensure the children have the best chance to make progress.

Inclusion

The ability range of the pupil cohort in Lower School is wide and varied. We have some children who hold Educational Health Care Plans; they are placed with us via their Local Authority. Some students arrive from overseas with little experience of the English language; many have various SEND needs. We also have children who exceed National Averages. We differentiate for the needs of all learners, whatever their starting point, and deliver a curriculum which both underpins and supports all pupils, as well as fostering independence and providing stretch and challenge.

We value the diversity of individuals within the school. All children have equal access to the curriculum, and are treated fairly, regardless of race, gender, religion or ability. There are numerous strategies to support children with SEND. Risk assessments are used to ensure all pupils can safely participate in the full curriculum. (See Inclusion Policy), (See EAL policy)

How we differentiate for the needs of our more able pupils:

St George's School has its share of More Able pupils. They are identified in general terms through both formative and summative testing. Teachers identify the top 20% of their cohort.

We recognise the importance of ensuring that more able pupils are stretched through appropriately high expectations. This will be addressed through careful differentiation in class, gap tasks and challenges, or additional groups and activities designed to meet their needs. It is our intention to broaden and deepen the children's

understanding. All staff will plan their teaching to accommodate the different abilities of their pupils.

Some pupils will display exceptional ability in certain subjects and they will be identified by class teachers or subject specialist teachers. These children will be offered a range of opportunities to show case their talent, and teachers will identify ways to challenge these children through the curriculum.

We also recognise that some pupil's talents lie outside the academic curriculum, and we will provide a range of opportunities and experiences for these talents to be recognised and developed. Where a talent is being developed outside of school e.g. professional sports coaching or drama company, the school will make such adjustments to that pupil's timetable, homework schedule etc. that are reasonable and will not prejudice the pupil's academic performance.

SMSC

All National Curriculum subjects at St George's provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, our Rights Respecting Schools agenda and other curriculum activities.

At our school we believe that these areas are intrinsic to the daily life of the school. They are taught the following important skills:

Spiritual Development

- To be able to reflect on their own beliefs and how they may inform their perspective on life.
- To ask questions and develop interest in and respect for different people's faiths, feelings and values.
- To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- To use imagination and creativity in their learning.
- To be willing to reflect upon their experiences.

Moral Development

- To be able to recognise the difference between right and wrong and readily apply this understanding in their own lives and therefore respect the civil and criminal law of England.

- To be able to understand the consequences of their actions and behaviours.
- To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social Development

- To be able to use a range of social skills in different contexts, including working with and socialising with pupils of different religious, ethnic and social economic backgrounds.
- To have a willingness to participate in different communities and social settings, including by volunteering, cooperating well with others and being able to solve conflicts effectively.
- To accept and engage fully with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Cultural Development

- To be able to understand and appreciate the wide range of cultural influences that have shaped their heritage and that of others.
- To understand and appreciate the range of different cultures within school and further afield as an essential element for their preparation for life in modern Britain.
- To have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

PSHE

Alongside the opportunities for SMSC we follow the Jigsaw Program which empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. We also have a separate Relationships and Sex education policy. Whilst PSHE is taught as a discrete subject, we also make clear links within our topic work and extend the provision through careful mapping in our assemblies, events and homework tasks.

Extra-curricular

We offer a wide range of extra-curricular activities to encourage children to participate and learn new things. Through the School Council the children identify possible clubs they would like to attend. These are reviewed on a termly basis. This

gives every child the opportunity to try a wide variety of activities outside the formal academic setting. It enables them to work cohesively as part of a group, develop perseverance and foster their own interests in a safe environment. Current lunchtime and after school activities can be obtained from the admin office.

The Lower School staff and SLT will review this policy annually

Policy reviewed: July 2020

Next review: July 2021