



# ST FRANCIS SCHOOL

## CURRICULUM POLICY (C3)

<b>1.</b>	<b>Introduction</b>	
	1.1	St Francis provides a holistic education in the context of its aims and ethos. The curriculum seeks to develop and stimulate the 'whole child', and enables pupils to grow in confidence and capability, preparing them so that they are well equipped to manage the challenges and difficulties of the wider community and later life.
	1.2	As set out in the Every Child Matters Framework, St Francis School strives to ensure that all children attending the school (i) are healthy; (ii) stay safe; (iii) enjoy and achieve; (iv) make a positive contribution; and (v) achieve economic well-being. This Policy is focused on ensuring that children enjoy and achieve in accordance with the ethos and aims set out by St Francis School. The Ethos and Aims are listed below:
	1.3	<p>School Ethos and Educational Aims</p> <p>St Francis School provides an education in the context of Christian values, which develops and stimulates the 'whole child' and which enables pupils to grow in confidence and capability so that they are well equipped to manage the challenges and opportunities of the wider community.</p> <p><u>Educational Aims</u></p> <p>Provide a stimulating and wide ranging curriculum which prepares pupils academically for their future education and allows them to enjoy learning and to achieve their potential.</p> <p>Develop confident, self-disciplined and inquiring learners, able to make informed choices and to communicate effectively.</p> <p>Offer a breadth of personal development through extra-curricular activities which aim to nurture talent and encourage achievement in the Performing Arts, Sport and the Creative Arts.</p> <p>Foster high standards of behaviour, good manners, courtesy and respect; encourage consideration for and appreciation and understanding of others, both within and outside the school community.</p> <p>Provide a safe, secure, caring and healthy environment in which pupils build positive relationships with those around them and make a positive contribution to the community.</p> <p>Provide opportunities for pupils to live out the school's values, which are based on Christian principles, and adopt them as values for life.</p> <p>Offer equal opportunities for pupils to develop their particular strengths regardless of ability, gender, race, nationality or creed in line with British Values;</p> <p>The school actively promotes British values of:</p> <ul style="list-style-type: none"><li>● democracy</li><li>● the rule of law</li><li>● individual liberty and responsibility</li><li>● mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</li></ul>
	1.4	Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes: the requirements of the Early Years Foundation Stage; a curriculum based upon the Key Stage One and Two National Curriculum; in Years 7 & 8 work follows a programme of study based on preparation of pupils for their chosen senior school which respects the requirements of the National Curriculum and New Framework policies; and the various extra-curricular activities that the school organises in

		order to enrich the children's experience. It also includes the 'hidden curriculum' – in terms of what the children learn from the way they are treated and the expectations of their behaviour
	1.5	We aspire for St Francis School to be a place which provides an environment for every pupil to enjoy education. All children are unique and we believe their time with us to be important in their individual growth. The teamwork between staff and pupils ensures that every child can realise his or her potential and develop self-esteem and confidence.
	1.6	The St Francis School curriculum provides for: <ul style="list-style-type: none"> <li>● the full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;</li> <li>● engaging subject matter which is appropriate for the ages and aptitudes of pupils, including those with a statement;</li> <li>● pupils to acquire skills in speaking and listening, literacy and numeracy;</li> <li>● where a pupil has a statement, education which fulfils its requirements;</li> <li>● personal, social and health education which reflects the school's aims and ethos;</li> <li>● all pupils to have the opportunity to learn and make progress;</li> <li>● preparation of pupils for the opportunities, responsibilities and experiences of adult life.</li> </ul>
	1.7	Our school curriculum is underpinned by our school ethos, our school aims and the core values that are upheld at our school. It is from these that a culture and ethos are generated that support the spiritual and personal development of all involved in the community. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
	1.8	The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their abilities, gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children. Thus, pupils are prepared for the opportunities, responsibilities and experiences of senior school and adult life.
	1.9	We believe that intelligence is multifaceted, and children learn in different ways; the curriculum must support this. St Francis School provides an academic curriculum supplemented by a generous provision of time for sport, performing and creative arts, as well as personal, social, health and cultural education (LFL), and extracurricular activities.
<b>2.</b>	<b>Curriculum Aims</b>	
	2.1	General: To provide a balanced and broad curriculum, which gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, and which caters for all needs, levels and abilities of children and encourages pupils to explore, be creative and think for themselves. Thus, all pupils will have the opportunity to learn and make progress. This breadth of learning experiences will engage, excite and challenge our pupils to reach their potential. Pupils will at all times be encouraged to view learning as a positive experience and to take an active part in the learning process and to develop independent learning skills. Pupils will be prepared for the opportunities, responsibilities and experiences of senior school and adult life. Pupils are encouraged to explore their strengths and how careers in the adult world might complement these. Children below the compulsory school age will be offered a programme of activities appropriate to their individual level of learning and development in relation to the Characteristics of Effective Learning (Engagement, Motivation, Thinking) and the seven Areas of Learning (Personal, Social and Emotional Development, Physical Development, Communication, and Language, Literacy, Mathematics, Understanding the World, Expressive Arts and Design) as outlined in the Early Years Foundation Stage Curriculum. This learning is delivered by the staff within Little Saints Nursery through the 2-3 year olds and 3-4 year olds provision.
	2.2	Academic:

		To provide a rigorous programme of academic progression for our children through a structured programme of learning, thinking, discovery and self-improvement. The subject matter will encourage interest and be appropriate for the ages and aptitudes of the pupils. Where a pupil has a statement, his/her education will fulfil its requirements. Cross-curricular learning and the development of the pupil-centred real-life learning skills in conjunction with practice at developing long term memory and thus knowledge are central. In Year 7 and 8 stimulating dynamic pupil-centred learning rather than following the stipulations of ISEB CE requirements guide us. Thus we aspire to achieve higher by not teaching just to the test.
	2.3	Social: To nurture children through their formative years to become responsible and caring members of the community. This is supported in all aspects of school life and especially within the PSHE (LFL) curriculum, which itself reflects the school's aims and ethos.
	2.4	Emotional: To encourage children to understand their own emotions and to be able to establish appropriate responses to a wide range of external influences. This will be supported in all aspects of school life and especially within the PSHE (LFL) curriculum, which itself reflects the school's aims and ethos.
	2.5	Objectives: 1) to develop speaking, listening, literacy, numeracy and language skills. 2) to acquire a knowledge of and interest in the world and its peoples. 3) to promote physical and creative development.
<b>3.</b>	<b>Curriculum Organisation</b>	
	3.1	At St Francis School we follow the Early Years Foundation Stage Curriculum in Nursery and Reception. Most children will complete this aspect of the curriculum upon transfer to Year 1. From Year 1, up to and including Year 6, the School responds to the broad expectations of the National Curriculum. However, it does not follow these in every detail allowing for greater flexibility to reach our children's needs both in terms of those with learning difficulties and those who need greater challenge than the National Curriculum offers. The programme of study in Years 7 and 8 in the examinable subjects (English, maths, science and French) follows the expectations of the schools for which the pupils are intending to enter. In the subjects which are not examined at 13+, our curriculum is based upon both the National Curriculum at Key Stage Three and the expectations and recommendations of the child's future school.
	3.2	Our curriculum reflects the school's mixed ability intake and aims to provide for the needs of potentially very able students and those requiring learning support. The classes/forms are all mixed ability from Nursery to Year 8. Usually the pupils in Year 7 and Year 8 are taught as a homogenous mixed ability group in all subjects; however in some years with larger pupil numbers, pupils are in year groups for maths and English.
	3.3	Although Information Technology skills are taught in lessons, they are also taught through activities based within other curriculum areas. Teaching staff are also encouraged to use ICT as a learning tool across the curriculum. From Years 1 to 6, all pupils study maths, English, French, science, history, geography, religious studies, ICT, Art, music, design and technology, physical education and personal, social and health education (PSHE/LFL). In addition, children have games, including PE and swimming. At Years 7 & 8 there is the addition of STEAM as well as an MBA module and Study Skills. Every other year we hold Careers Week, pupils across the school take part, with a focus on Years 7 & 8. Please refer to our Careers Policy for further information.
	3.4	The organisation of the curriculum is set out below in simplified form: EYFS: Characteristics of Effective Learning: The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. Seven Areas of Learning and Development:

		<p>The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. These are Personal, Social and Emotional Development, Communication and Language, Physical Development.</p> <p>The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. These are Literacy, Mathematics, Understanding the World, Expressive Arts and Design.</p> <p>Key Stage 1:</p> <p>Focuses on the core and foundation subjects, listed below, using a cross-curricular approach.</p> <p>Core Subjects: English; Mathematics; Science.</p> <p>Foundation Subjects: French; History; Geography; Religious Education; Art; Design Technology; Information Technology; Music; Physical Education; Drama; PSHE (LFL).</p> <p>Year 3 is very much a transition from Key Stage 1 to 2.</p> <p>Key Stages 2/3:</p> <p>1) To focus on different specialist subject disciplines which will include all those subjects taught at KS1 and Latin.</p> <p>2) To encourage children to become more independent in their learning skills in preparation for external assessment.</p>
	3.5	Please refer to annual Subject Allocation sheets for further information. These demonstrate the number of periods allocated to each subject within each year group. Teaching and learning periods are in single 30 minute lessons in EYFS and KS1 or in 50 minute lessons in KS2 and KS3.
	3.6	A wide range of extra curricular activities are offered to pupils, these include a number of on site activities such as Walk Safe and Bikeability alongside both day and residential excursions off site. An overview of off site activities can be found on this document, <a href="#">ADVENTURES OFF CAMPUS 2024-2025.pdf</a> . We run a full clubs programme, both during the school day and after 4pm. A full list of clubs available each term can be found in the clubs booklet.
<b>4.</b>	<b>Planning</b>	
	4.1	In the Early Years Foundation Stage, and at Key Stage 1, where possible an interdisciplinary topic approach is adopted for curriculum planning. The curriculum is planned carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and the EYFS areas of learning and development, and there is planned progression in all curriculum areas. Curriculum and timetable arrangements are kept under regular review, and may be altered in the light of changing circumstances. The School responds to the requirements of the Early Years Foundation Stage, the broad expectations of the National Curriculum and the expectations of the senior schools to which children may transfer.
	4.2	Long-term plans – or programmes of study - are agreed through meetings between the staff of subject departments led by the Head of Department. Long-term plans are set out in the form of curriculum maps in the Pre-prep and Prep School, indicating the areas of study to be taught in each term to which age groups of children. These are made available in the form of syllabus summaries to parents via the school website. In the Early Years, long-term plans are set out in the form of schemes of Mind Maps focused upon the EYFS Seven Areas of Learning and Development as well as providing opportunities to develop the Characteristics of Effective Learning. These long-term plans are reviewed on an annual basis by each department in the Pre-Prep and Prep School. These curriculum reviews enable opportunity for amendments to be made to the long-term curriculum plans and timetable arrangements in the light of changing circumstances. The long-term plans are supported by the subject handbooks which provide further information to departmental staff with regards to specific departmental issues or processes. The <a href="#">whole school curriculum map</a> gives an overview of the whole curriculum.
	4.3	Medium-term plans - schemes of work - are written termly and are held in a staff accessed staff drive (Google drive) in order to allow clarity and quick access for all staff. They set out the term's work by week or unit, and include activities, objectives, relevant Key Skills, assessment,

		differentiation and resources. These schemes of work are designed for each individual department's needs, enabling the planning to be living working, usable documents, which teaching staff are encouraged to amend as they develop their Teaching and Learning. They allow for change in light of what is happening in the classroom, and reflect our commitment to the teaching and learning being led by the professional assessment of what the children are achieving and how. As a result, teachers are encouraged to annotate printed versions or make changes and/or reflections for future reference as they work through the termly plans.
	4.4	Short-term plans are those that teachers write on a weekly or daily basis in teacher's planners or in individual formats. These are used to set out the learning objectives and success criteria for each session, and can be used to identify what resources and activities are going to be used in the lesson. Learning Evaluation Sheets (LES) are used as formative assessment of pupils' learning and/or attainment against the learning objective in each lesson, evaluating progress and informing planning for the next lesson.
<b>5.</b>	<b>The Curriculum and Inclusion</b>	
	5.1	The curriculum at St Francis School is designed to be accessed by all children who attend the school. If we think it necessary to modify an individual child's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted. Please refer to our SEND Policy for further details.
<b>6</b>	<b>CLICK</b>	
	6.1	Throughout the school there is a focus on the five CLICK skills of <b>C</b> ollaboration, <b>L</b> eadership, <b>I</b> ndependence, <b>C</b> hallenge and <b>K</b> indness, which underpin all the subjects We believe that if the children can master these skills then they will have the power to become lifelong learners and fulfill their potential both academically and in society.
<b>7</b>	<b>Links to Other Policies</b>	
	7.1	The aim of this policy is to demonstrate how the curriculum at St Francis School is formed. Further information regarding the implementation and accessibility of the curriculum can be found in the following policies: Teaching and Learning, Assessment, Gifted & Talented, Learning Support, Equal Opportunities, PSHE (LFL), Pre-Prep and in individual subject policies.

	<b>Review of this policy</b>	
Initial policy written by: DH(A) Reviewed DH (A) (VHN)	Date: August 2024	Next revision: Autumn 2025
Approved by: DL	Reviewed by: SMT	Responsibility: DH (A)