



**SOHO PARISH PRIMARY POLICY**  
**Curriculum, Teaching and Learning 2019-20**

<b>Most recent review</b>	<b>Sep 2019</b>	<b>Next review due</b>	<b>Sep 2022</b>
<b>Governor committee responsible</b>	<b>SAW</b>	<b>Written by</b>	<b>Louise Ritchie</b>

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## **1. Vision and Values**

*Jesus said: I have come in order that you might have life – life in all its fullness. John 10:10*

Every child deserves to live life to the full. At Soho Parish our curriculum is designed to develop the whole child, promoting artistic, musical, intellectual, physical and emotional development.

The education we offer is stimulating, imaginative, creative and fun, driven by the pupils' interests and needs. Skilled, compassionate and ambitious teaching enables our pupils to develop a 'growth mindset', the courage to take risks in their learning, high expectations for themselves and to make excellent academic progress.

We welcome and value children and families of all faiths and none, motivated by the same passion as our Christian founders, who believed in the power of universal education to improve lives. Each individual has the right to learn and achieve without barriers or ceilings.

But to truly live 'life in all its fullness', means following Jesus' example. We celebrate our gifts and strive to improve ourselves not just for ourselves, but for the benefit of others, as together we seek to build a kind and thoughtful community in which all can flourish.

*Values: Love – Imagination – Courage – Individuality – Community*

## **2. Intention**

**Curriculum:** We provide a curriculum which is rich in connections. As children's brains develop, physically forming synapses (connections), so their thinking and potential for learning grows. We believe all children can learn and attain highly, by 'growing their brains'. Our curriculum supports depth of thought and breadth of knowledge / understanding, posing the challenging questions and exposing children to experiences beyond the classroom.

**Teaching and Learning:** The learning process is a dynamic one. Intelligence is not static and you can 'grow your brain'. Our teachers model this process of lifelong learning by maintaining an up to date understanding of research into pedagogy and child development. Our pupils learn about their brains and develop a growth mindset, which ensures they do not set ceilings for their own potential. Teaching methods are consistent yet innovative, with each teacher planning bespoke schemes of work and lessons for their class which stimulate curiosity, build upon previous learning and benefit from the teacher's own passions, interests and skills as well as from the children's interests and individual needs.

## **3. Aims**

To plan and deliver a topic or concept-based curriculum, which stimulates all children and ensures depth of thought and breadth of knowledge / understanding, encouraging pupils to make connections in their learning.

To ensure the curriculum sufficiently develops the key skills of literacy and numeracy so that all children leave each stage of their education well prepared for the next.

To provide a full curriculum, rich in the arts, in which all subjects are taught in sufficient depth, with a clear progression of skills and an emphasis on building knowledge.

To ensure that each individual child accesses learning at an appropriate level of challenge.

To provide high quality teaching, in which teachers and teaching assistants develop positive relationships with their pupils and build on each pupil's prior understanding and skills to ensure best possible progress.

To provide schemes of work which all children can access through skillful tailoring as a result of teachers' and teaching assistants' excellent knowledge of each child.

To plan regular opportunities for children to develop the key learning skills of concentration, perseverance, collaboration, inquiry, imagination, risk-taking ('try').

To achieve excellent progress for every child, across the curriculum, including and especially those classed as 'disadvantaged', for whom English is an additional language or who have a disability or special educational needs.

#### **4. Legislation and guidance**

This policy 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](#).

#### **5. Implementation: Roles and responsibilities**

##### **5.1 The governing board**

The governing board will monitor the effectiveness of this policy 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*

*It participates actively in decision-making about the breadth and balance of the curriculum*

*It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals*

##### **5.2 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 and is reviewed by the governing board*

*Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum*

*They manage requests to withdraw children from curriculum subjects, where appropriate*

*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*

*The governing board is advised on whole-school targets in order to make informed decisions*

*Proper provision is in place for pupils with different abilities and needs, including children with SEN*

### **5.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Senior Leadership Team and subject leaders will monitor their own subjects to ensure that they comply with and are achieving the aims of this policy.

## **6. Implementation: organisation and pedagogy**

### **6.1 Thematic approach**

The process of learning requires a physical new connection – a synapse – to be created in the brain. Our curriculum encourages children's brain development through being itself rich in connections. Teachers (KS1 and 2) work in year group pairs to develop a thematic curriculum, usually based around a concept, in which all subjects are taught through the same over-arching theme. Each cohort (class) will have a bespoke curriculum created based upon their learning needs and interests, which builds on prior knowledge and harnesses any key interests of the teacher or the pupils. Pupils in each pair of year groups will work on the same theme, but planning will be differentiated by age and previous learning.

### **6.2 Key curriculum drivers**

Our curriculum is responsive. In order to ensure our curriculum remains relevant to our pupils and addresses any current needs within the community or amongst the pupils, we will select three key curriculum drivers each year in consultation with pupils, parents, staff, governors, clergy and the wider community. These drivers will be known by all stakeholders and woven into learning throughout the year. In 2019-20, our key drivers are 'cultural identity', 'sustainability' and 'physical and mental health'.

### **6.3 Early Years Foundation Stage**

In the EYFS, we aim to develop pupils' independence and love of learning. Children will learn through a combination of play and more structured activities. Children will discover for themselves in our classroom equipped with a wide range of (mostly natural) resources. They are expected to lead their own learning, with skilful practitioners structuring their experiences through language and questioning. We do not 'lay out' resources on tables, but give children

unrestricted access to all the learning resources in the classroom at all times. Creativity is encouraged and facilitated.

Whole class teaching takes place in short bursts, in line with the shorter concentration span of our youngest pupils. Phonics and mathematics sessions take place daily, with story-telling, questioning, role play and circle time all used as methods for whole class teaching in other subjects, such as English and Religious Education.

Pupils read every day with an adult, who will make regular entries into the reading journal. Parents are encouraged to read with their children daily and also contribute to the diary. At first, the reading may focus on the pictures and questions about the books. As children become more confident readers, they will sound out for themselves. Parents in EYFS are invited to regular meetings on phonics teaching and early mathematics.

Parents are also asked to contribute to pupils' 'learning journey' via Tapestry, the online journal software we use to keep an ongoing record of pupils' progress. In EYFS a continuous dialogue with parents, the child's first and most important educator, is promoted.

Pupils in EYFS are taught cursive script in handwriting from the beginning. If children are already writing, this can initially seem to make the children's handwriting 'messier', as it involves starting from the line for each letter and adding a flick at the end. However, we find children very quickly learn the technique, and it saves 'undoing and re-teaching' later when children are expected to join letters. Many of our children begin joining before the end of reception. This allows them to write more quickly and is very supportive of learning spellings, as the 'muscle memory' involved in learning particular spelling patterns supports visual spelling strategies.

**Please see EYFS policy 2019-22 for further information.**

## **6.4 Subject Teaching**

Please see curriculum statements for further information (Appendix A).

## **7. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

*More able pupils*

*Pupils with low prior attainment*

*Pupils from disadvantaged backgrounds*

*Pupils with SEN*

*Pupils with English as an additional language (EAL)*

Teachers will 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 part in all subjects. Given that, over the last five years, pupils with EAL have been the majority group in the school, strategies are planned into each lesson. Our communication friendly classroom initiative includes a range of supportive strategies for pupils with EAL and SEN.

Our pupils fall into a wide range of ethnic groups. This diverse pupil population means that there are no statistically significant groups with common ethnic characteristics other than 'white british'. Our next largest groups are 'any other mixed background' and 'white other', which incorporates pupils who speak western European languages, English, Hebrew and Japanese. The diversity of this group makes it impossible to draw meaningful generalisations. Following groups are similarly diverse or comprise fewer than 10 pupils. Therefore, the governors and staff have taken the decision not to analyse data by ethnicity, unless any one group grows in numbers to provide meaningful data. We expect all pupils to make good progress and our individual approach ensures we provide a fair and consistent expectation for all.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **8. Impact: Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *A termly work scrutiny, in one or more key subject areas from SIP, guided by a subject leader or senior leader.*
- *A termly data analysis with senior leaders (SAW Committee).*
- *Termly Headteacher Reports including assessment data and a curriculum update.*
- *Each SIP area has a linked governor who will make at least one visit to the school per year related to their improvement priority. Reports are submitted to the FGB.*

Senior and subject leaders monitor the way their subject is taught throughout the school by:

- *Termly planning scrutinies*
- *Regular observations and learning walks*
- *Termly book scrutinies*

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the headteacher and SAW Committee. At every review, the policy will be shared with the full governing board.

## **9. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Arts Policy and offer