



THE PARAGON
JUNIOR
BATH

Curriculum Policy

Whole Trust? N	Statutory? Y	Website? Y
Reviewed: October 2020	Next review: October 2021	

Mission Statement

- To be an exciting and dynamic school, in which children acquire a thirst for knowledge and a love of learning.
- To promote the importance of moral, spiritual and social values, inspired by the school's underlying Christian ethos.
- To deliver a broad and balanced education for every child, which maximises their academic, creative and sporting potential.
- To value every individual's talents and interests, encouraging children to take pride in their own achievements while also celebrating those of others.
- To be a school that is outward looking - building links with parents and the local community, as well as appreciating the rich diversity of cultures from around the world.
- To be a happy school where children really feel they belong - where they can laugh, be spontaneous and enjoy being children.
- To enable those leaving The Paragon to move on to Prior Park College as confident, capable, compassionate and independent minded young people.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the academic curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Our Curriculum is designed to be broad ranging, whilst rigorous in its academic content. We also have flexibility to take advantage of major events, cultural references and current news. It inspires children to learn and develop through a full range of learning experiences.

Values

Our school curriculum is underpinned by the values that we hold dear at our school – outlined in the Mission Statement above. 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.

Aims and objectives

The aims of our school curriculum are:

- To ensure every child not only fulfils their potential but exceeds it
- to make learning limitless
- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the basic skills of English, Maths, Science and Computing.

- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and wider society
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases:

We agree a **long-term plan** for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis. We use the National Curriculum as a guide to the topics to be taught, but have flexibility to amend and change these to suit our school.

With our **medium-term plans**, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our **short-term plans** are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. These are annotated and amended as required to ensure assessment for learning.

Across the Pre-Prep School, we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all subjects. Across the Prep School our planning is more subject based but strong links are made wherever possible across the curriculum.

SEND - including Able, Gifted and Talented

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. We always provide additional resources and support for children with special needs.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. However, additional support may be sought from the SENDCo.

If a child is working at the extension level, they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

Additional opportunities for gifted and talented pupils at key Stage 2 are provided through:

- a rolling programme of 'by invitation' extra-curricular clubs run by subject leaders and Head of Teaching and Learning and linked to areas of the curriculum e.g. Science, Maths, Thinking Skills, English. Some of these also link The Paragon with Prior Park College
- a wide range of inter-school competitions, both team and individual events eg Mid-Somerset Arts Festival, Maths Competitions, General Knowledge and Science events.

Additional opportunities for gifted and talented pupils at key Stage 1 are provided through small 'Challenge' groups held during assembly time.

The Foundation Stage

The curriculum that we teach in the Early Years and Foundation Stage classes (EYFS) meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in EYFS builds on the experiences of the children in their pre-school learning. We build positive partnerships between Squirrels Nursery and our Foundation Classes.

During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers.

All children need the support of parents and carers and teachers to make good progress in school and so we strive to build positive links with the families of each child by keeping them informed about their child's progress.

Key Stage 1

Children in Years 1 and 2 are taught predominantly by their class teacher with the support of a Teaching Assistant. Art, Music, Languages and PE are taught by specialists.

EYFS and Key Stage 1 are overseen by the Head of Pre-Prep.

Key Stage 2

Children in Years 3-6 are taught predominantly by their class teacher with some Teaching Assistant support. Art, Music, ICT, Philosophy, Languages and Sport are taught by specialist teachers.

Maths is taught in ability groups in Years 4, 5 and 6.

Languages

French is introduced in Nursery and taught throughout the school by a native speaking specialist teacher.

Mandarin is introduced in Year 5 and is taught by a specialist teacher. Year 6 are introduced to Spanish.

Other languages are frequently offered as extra-curricular clubs at Key Stage 2.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of objectives and that progression is planned into schemes of work.

Monitoring and review

The class teacher is responsible for the day to day organisation of the curriculum. The Head of Teaching and Learning and Subject Leaders monitor the lesson planning of all teachers during the year.

Subject leaders monitor the way their subject is taught throughout the school. The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.

Sam Millard

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