

Introduction

We believe children learn best when they can see links 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. ***(RRS Article 4 – implementation of the Convention, Article 42 - knowledge of rights)***

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
- Know how to sustain and improve the environment and take into account 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 and ICT opportunities. The nature of our topics encourages children to apply skills across their learning; making connections, so deepening their knowledge and understanding. Pupils are actively involved in the planning, decision making and delivery of their learning. Opportunities to practise 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. ***(RRS Article 12 – respect for the views of the child)***

As a school we believe learning takes place in many situations, both inside and outside of the classroom. We plan trips so that the children develop an interest in a topic through immersion, to make links across the curriculum and have tangible real life experiences. 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 trips for our Multi faith week to give the children the opportunity to have a deeper understanding of a variety of religions. ***(RRS Article 2 – non-discrimination)***

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 endeavour to ensure that the EYFS curriculum provides a firm foundation for progression through school. All topics covered by 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 programme, 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.

Spanish lessons are planned and delivered weekly by a member of the Upper School Modern Foreign Languages department. Children from Year 1 have the opportunity to learn Spanish.

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 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 having a heavier weighting within topics than others. Science is expected to be taught in every topic; however some scientific concepts will be taught as discrete subjects.

Medium term plans:

Teachers use the the long term plan and National Curriculum objectives to begin to create a theme which will be developed with the children's ideas. **(RRS Article 12 – respect for the views of the child)** The teacher will focus on engaging and meeting the needs of their particular children. Teachers develop their plan to identify resources, possible trips and experiences to promote learning. RE and PSHE are taught as discrete lessons, however, SMSC links within topics are identified on the MTP planning where possible. We use the Birmingham Agreed Syllabus for RE, Protective Behaviours and the PATHS programme 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. **(Article 2 – non-discrimination, Article 4 - implementation of the convention, Article 42 – knowledge of rights)**

Short term plans:

Teachers have the autonomy to record their short term plans in a way that works for them. Teachers are expected to consider:

- The learning objectives to be covered

- The success criteria
- AFL and key questions
- Possible misconceptions
- The activity the children will be doing
- Differentiation of task/resources including adults
- IEP targets and EHCP short term outcomes (as appropriate)
- Key vocabulary - this may be subject or skills specific

Inclusion:

The ability range of the pupil cohort in Lower School is wide and varied. We have some children who are placed with us via their Local Authority and hold Educational Health Care Plans, 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, religion or ability. **(RRS Article 2 - non-discrimination)** There are numerous strategies to support children with SEND. **(RRS Article 23 - children with a disability)** Risk assessments are used to ensure all pupils can safely participate in the full curriculum. (See Inclusion Policy)(See EAL policy) **(RRS Article 28 – right to education)**

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. **(RRS Article 29 – goals of education)**

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. **(RRS Article 31 – leisure, play and culture)**

Extra-curricular:

We offer a wide range of after school and lunchtime activities to encourage children to participate and learn new things. Through the School Council the children identify possible clubs they would like to attend. **(RRS Article 12 – respect for the views of the child)** 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. ***(RRS Article 12 – respect for the views of the child, Article 15 – freedom of association, Article 31 – leisure, play and culture)***

Current lunchtime and after school activities are stored in the House Keeping folder on the system.

Policy reviewed: February 2017

Next review: February 2018