

# Curriculum Policy

This policy is produced with due regard to the Independent School Standards Regulations



- Governors are kept informed of pertinent legislation changes and ISI updates through the Curriculum sub-Committee reports.
- Staff are kept informed of pertinent legislation changes and ISI updates during weekly briefing.

Version Control	
Governor Co-ordination:	<b>Curriculum Committee</b>
Approved by Governors:	<b>Summer 2015</b>
Review Cycle:	<b>Bi-Annual</b>
Next Review Date:	<b>Summer 2020</b>
Last Amended:	<b>Autumn 2018</b>
Latest ISI Update Check:	<b>September 2018</b>
See also - Safeguarding Policy	



# **Runnymede St Edward's School: Mission Statement**

## **'Inspire, Challenge, Support through Faith'**

### **Children's Mission:**

Into your hands Lord, we put each day  
all that we do and all that we say

### **Child Protection Statement:**

Runnymede St Edward's School is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to act without delay to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

Runnymede St Edward's School follows guidelines laid down by the **Liverpool Safeguarding Children Board** (LSCB: [www.liverpoolscb.org](http://www.liverpoolscb.org) 2018) and **Keeping Children Safe in Education** ([www.gov.uk](http://www.gov.uk) 2018)

### **School Aims:**

#### **Faith**

To encourage and foster the spiritual growth of all and to make prayer an integral and enjoyable experience in our daily life.

#### **Individual Opportunities for Learning and Growth**

To provide experiences that broaden, enrich and extend the skills, talents and values of each member of the school community. We are an inclusive school and pupils with additional needs or for whom English is an additional Language are fully supported to enable them to achieve their potential.

#### **Relationships**

To provide a safe, caring and welcoming environment within which all are treated with respect, courtesy and kindness. Runnymede St Edward's School upholds British values and encourages respect for all.

#### **School and Wider Community**

To foster a spirit of co-operation and friendship between home, school and the wider community.

Runnymede St Edward's School is built on the tradition of our founders, the Congregation of Christian Brothers. Based on their vision, Runnymede is a place in which individuals can develop fully, contributing as happy and caring members of a school community. Children's unique talents are valued, and they learn to live as well-mannered, self-disciplined and confident individuals.

**For a detailed School Mission Statement please refer to the Mission Statement page of our website**



## 1 Introduction

**1.1** In general terms, the curriculum is organised as follows:

**1.2** *In EYFS* -using a theme to deliver the 6 areas of learning:

- Personal social and emotional development
- Communication, Language and Literacy
- Mathematics – Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the world
- Physical Development
- Creative Development

**1.3** In KS1 and KS2 - the curriculum is delivered through discrete subjects and linked topic areas where relevant. British/Gospel values run throughout the curriculum.

**1.4** PSHE curriculum is delivered throughout the curriculum as well on one day each half term.

**1.5** For all phases, long term plans in the format of a key stage map indicate the broad objectives and links between the subjects and then medium term plans are produced half-termly to indicate the units of work planned and the detail of work to be covered. Identifying learning objectives, the short-term weekly plans indicate how the work will be differentiated for supporting less able pupils, able pupils and extending more able pupils.

**1.6** At some time in their educational life pupils may experience difficulties or challenges. Some children may be offered extra support, in accordance with the school's SEND policy, either with a support assistant in class (NNEB) or withdrawn for small group support.

**1.7** Classes throughout the school are of mixed ability. In Prep 5 and 6, however, pupils are set for English and Maths to enable teaching to focus on a smaller range of ability and the development and support of all pupils.

**1.8** Time allocations to teach each subject is crucial to the delivery of the curriculum and a separate policy deals with the overall curriculum time and number of lessons given to each subject. This is followed by all staff and timetables checked by the Head and SMT. Please appendix 1 for Curriculum Time Allocation.

**1.9** Learning takes place in a stimulating, challenging and supportive environment where we use a variety of experiences to develop learning opportunities to the full. These opportunities include:

- Full use of the school environment
- Use of educational visits and visitors to school
- Development of lunchtime and after school clubs
- Peripatetic music lessons



- Themed weeks and days

## **2 Responsibility**

- 2.1** The Head teacher is responsible for overseeing the development of the curriculum and delegates some responsibility:
- EYFS 1 and 2                      Mrs A Farmer
  - KS1                                      Mr Quilty
  - KS2                                      Miss O’Keeffe
  - Pastoral                                Mr Quilty and Miss O’Keeffe
- 2.2** The Senior Management Team is responsible for the development of the overall curriculum and ensuring that long-term planning is appropriate.
- 2.3** Medium term plans are monitored by the Headteacher.
- 2.4** All subject co-ordinators are responsible for developing their subject area(s) reviewing the medium term planning in liaison with the Senior Management Team and Headteacher and fulfilling both the statutory requirements and the school’s aims.
- 2.5** Class teachers ensure that the relevant appropriate curriculum is delivered and that the aims are achieved for all in their care.
- 2.6** Year group staff use a collaborative approach to planning to ensure quality and consistency for all pupils.
- 2.7** Challenging, realistic and attainable targets are set in order to assist pupils to develop and make progress.

## **3 Assessment, Recording and Reporting**

- 3.1** The Assessment, Reporting and Recording Co-ordinator is Mr B. Slater.
- 3.2** The Headteacher and the Senior Management Team work closely to ensure our assessment procedures reflect the work covered in curriculum and allow appropriate tracking of pupil progress.
- 3.3** Marking is kept up-to-date to ensure that staff know the pupils and can assess them expertly.
- 3.4** All assessments inform future planning and ensure provision of a full, broad and balanced curriculum.
- 3.5** The monitoring of each curricular area is carefully carried out on a timetabled basis. This allows us to identify aspects of curriculum that may need development. Areas of development are included in subject improvement plans and also, where appropriate, in the overall School Development Plan.

It is important to note that this policy is not seen in isolation but as a brief overview and rationale to the curriculum of the school and all individual subject or cross-curricular policies that expand in further detail our current procedures.

B. Slater - Headteacher

September 2018



## Appendix 1

### Curriculum Time Allocation

The following table shows the curriculum time allocation at Runnymede.

SUBJECT	Key Stage 2			Key Stage 1		
	PERIODS	MINUTES	PERCENTAGE	PERIODS	MINUTES	PERCENTAGE
Homeroom/ Registration	Start of each day	100 (1h40)	6.4%	Start of each day	100 (1h40)	6.7%
Collective Worship	5 x 10	50 (0h50)	3.2%	Collective Worship	50 (0h50)	3.4%
Maths	8 x 35	280 (4h40)	17.9%	9 x 30	270	18.1%
English	8 x 35	280 (4h40)	17.9%	9 x 30	270	18.1%
Science	3 x 35	105 (1h45)	6.7%	3 x 35	105 (1h10)	7.1%
Reasoning	2 x 35	70 (1h10)	4.5%			
Hist/Geog	2 x 35	70 (1h10)	4.5%	2 x 35	70 (1h10)	4.7%
ICT	2 x 35	70 (1h10)	4.5%	2 x 35	70 (1h10)	4.7%
MFL	1 x 35	35 (0h35)	2.2%	1 x 35	35 (0h35)	2.4%
Music	3 x 35	105 (1h45)	6.7%	3 x 35	105 (1h45)	7.1%
*RE	2 x 40 2 x 40	160 (2h30)	10.2%	2 x 35 2 x 40	150 (2h30)	10%
PE and Swimming	2 x 35	70 (1h10)	4.5%	2 x 35 2 x 35	140 (2h20)	9.4%
Games	2 x 35	70 (1h10)	4.5%			
Assembly	1 x 35	35 (0h35)	2.2%	1 x 35	35 (0h35)	2.4%
Art/DT	2 x 35	70 (1h10)	4.5%	2 x 40	80 (1h20)	5.4%
	40	1560	100%	40	1490	100%

\* The Liverpool Archdiocese requires all Catholic schools to allocate a minimum 10% of the timetable to RE-excluding Collective Worship.