



Curriculum Policy

Responsibility: Deputy Headteacher

Approved: June 2024

Next Review: June 2025

Salesian School Chertsey Policy Statement



The purpose and aim of the school curriculum

At Salesian school our purpose and mission is derived from the educational principles of Don Bosco, with all that we do focused on the development of the whole person.

The intention for our curriculum (both within the classroom and outside of the classroom) is that this mission is reflected in the learning experience of every child throughout Key Stage 3, 4 and 5.

Through the curriculum the ethos and mission of the school is to be reflected and lived out to its fullest. Therefore, the curriculum should:

- Closely reflect the educational principles of Don Bosco and develop the whole person. Specifically recognising that each child is unique and 'made in the Image of God'.
- Ensure the development of safe, happy and healthy children who enjoy their learning.
- Be suitably structured so that it challenges children of all abilities and age ranges to excel and meet the high expectations which the school has in relation to behaviour and outcomes.
- Take in to account the specific, and sometimes unique, needs of each child and be structured so that all children have an equal opportunity to be successful.
- Be developed to take in to account pertinent local and national issues.
- Be balanced so that it provides opportunities in a broad range of topics and subject areas.
- Develop the fundamental skills of literacy and numeracy. Providing every child with the necessary skills to achieve and access each subject.
- Culminate in the achievement of the very best possible qualifications which supporting successful future pathways.

Our curriculum policy seeks to adhere to the broad aims which are stated in ['The national curriculum in England- framework'](#).

Due to this the school aspires to offer a broad and balanced curriculum which, *"Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life."*

A holistic overview of each subject and relevant information can be located on the school website. This is available [here](#).

The Curriculum- Responsibilities

To ensure the delivery of a broad and balanced curriculum it is recognised that staff at all levels have key responsibilities.

The delivery of the curriculum is not considered to the responsibility of a sole individual. Collaboration amongst Departments and within Departments should be a regular feature of good practice. In addition, best practice should be sought out from other schools.

Furthermore, the curriculum is not considered to be static. Schemes of Work, Pedagogy (methods of delivery) and Assessment/Monitoring should be consistently and regularly reviewed at all levels of leadership and teaching staff to ensure that learning needs of every child are being met and statutory guidelines fulfilled.

The broad areas of curriculum responsibility are (but should not be limited to):

¹ The National Curriculum in England- Framework Document'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381344/Master_final_national_curriculum_28_Nov.pdf

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School Leadership Team	Curriculum Leaders	Teaching Staff	Governing Body
<ul style="list-style-type: none"> - Ensure that a culture of highly effective Learning and Teaching lies at the heart of the School. - Ensure that the educational provision supports and strengthens the ethos of Salesian School. - Develop and monitor effective continuous professional development (CPD). - Quality assure Schemes of Work in Departments that they line manage. - Quality assure learning and teaching through a variety of different methods. - Oversee performance within departments that they line manage and ensure the needs of every child are met (especially those who are disadvantaged by any specific need or socio- economic background). - Communicate effectively with all stakeholders. - Ensure that the curriculum reflects statutory requirements. - Encourage Departments to reflect upon how content can be adapted to reflect pertinent local and national issues. 	<ul style="list-style-type: none"> - Develop a culture of highly effective learning and teaching in accordance with whole school priorities. - Communicate the vision and strategies for improvement to teaching staff. - Ensure that the educational provision supports and strengthens the ethos of Salesian school. - Develop and promote effective programmes of study and detailed schemes of work with clear learning outcomes and end points. - Monitor and embed new initiatives and assess the impact. - Provide support to teachers. - Ensure consistency of practice. - Embed effective approaches to the curriculum and assessment to support student progress and learning. - Oversee and improve the quality of curriculum being delivered in the subject area. - Assist in the analysis and interpretation of data on students' performance against school expectations and other comparative data and arrange suitable interventions as appropriate. - Ensure that the curriculum reflects statutory requirements. 	<ul style="list-style-type: none"> - Consistently deliver engaging, well-planned, differentiated lessons that allow all students to make good progress. - Be responsible for the progress of all students in their class to ensure they make good progress. - Provide the subject leader with records of scores and grades attained throughout the year. - Work collaboratively by identifying and sharing good practice across all areas of the curriculum. - Be open to professional development. - Listen to student views and be open to their opinions. - Understand how the educational aims of Salesian school reflected in the day to day learning of the children. - Review and feedback on the effectiveness of the curriculum to Senior and Middle Leaders. 	<ul style="list-style-type: none"> - Hold to account the school in relation to the strategic vision and direction for a broad and balanced curriculum which clearly reflects Salesian values- both formally and informally. - Require an annual rigorous analysis of student progress and attainment information with comparison against local and national benchmarks and achievement over time. - Ensure, as far as possible, that the school has effective curricular resources for learning. - Ensure that spiritual, moral, social and cultural development is effectively promoted in all areas of the curriculum. - Ensure that the curriculum at Salesian School prepares students for their adult lives. - Ensure that the curriculum meets statutory requirements.

The Curriculum- Learning, Teaching and Development.

At the centre of the curriculum delivery is the day to day experience of the child in the classroom.

Therefore, all lessons should be appropriately planned and structured so that it can be considered that:

- Planning and lesson delivery builds skill and knowledge and is sequenced in a logical and coherent manner.

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- Key concepts and vocabulary are clearly delivered and explained.
- Regular checking of learning takes place and any misconceptions are identified and addressed.
- Children feel a sense of achievement in being able to know more and do more.
- The impact of lesson delivery and the curriculum is clearly evidenced in outcomes.

To support and guide staff in the delivery of the curriculum and lessons guidance can be found in (amongst other sources) the concept of 'Salesian Mastery' (Appendix 1).

Furthermore, regular CPD and staff learning groups support towards the development of pedagogy and the delivery of the school curriculum. This will involve staff at all levels.

In addition, the school recognizes the Curriculum extends beyond the classroom and should ensure the 'social, moral and cultural' development of every child. The broad aim of the extended pastoral curriculum is reflected in the concept of 'Being Salesian' (Appendix 2).

The Curriculum- Monitoring and Evaluation

The curriculum should be consistently evolving to meets the purpose and aims stated earlier. At Salesian school we consistently strive to adapt and meet learner's needs.

Monitoring and evaluation of the curriculum can take place in many different formats. Leaders, staff and governors should all recognise their role in monitoring and evaluating the curriculum.

Monitoring and evaluation of the curriculum can include regular reporting and analysis of:

- The standards reached by each year group in every subject and how they compare to the national averages.
- The standards reached by each of the key stages by gender and ethnicity and how they compare to national and local targets.
- The standards achieved by SEN pupils or other vulnerable students.
- The number of pupils who did not follow all aspects of the curriculum, the progress they are making and any special arrangements that have been put in place to support them.
- Any external support and intervention and the impact of this on pupils and their results.
- Appropriate views of staff, parents and pupils.

The Curriculum- Subjects and Structure

Children at Key Stage 3 and Key Stage 4 will study a broad and balanced curriculum. At Key Stage 5 children will specialize in specific subject areas. The curriculum subjects are:

Key Stage 3	Key Stage 4	Key Stage 5
Mathematics	Religious Education	Option 1
English	Modern Foreign Language	Option 2
Science (Biology, Chemistry, Physics)	Mathematics	Option 3
Religious Education	English (Language and Literature)	General Religious Education
MFL (French and Spanish)	Science	Extended Project Qualification
PSHE	PSHE	Enrichment Activities
Physical Education	Physical Education	PSHE
History	Option x 3	
Geography		
Design and Technology		
Art		
Music		
Computing		

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The Curriculum- Inclusion, Safeguarding and R.S.E

Inclusion

It is fundamental that all staff and pupils feel encouraged and supported regardless of their gender, race, physical ability, sexual orientation, culture, social class, religion or religious belief.

At Salesian school we recognise the importance of all stakeholders involved in the education of a child and delivery of the school curriculum, especially for those who might be most vulnerable (Special educational needs, disadvantaged or those with low prior attainment). Stakeholders can include:

- The Child
- Parents/Guardians
- Staff
- Outside Agencies

To ensure inclusion and safeguarding are reflected in all areas of the curriculum all stakeholders should be aware of the significant roles and responsibilities which they have.

The responsibilities are relevant to all children (especially those who are the most vulnerable) and are vital to the school mission and ethos.

These responsibilities can include (but are not limited to):

Child	Parent/Guardian	Staff
<ul style="list-style-type: none"> - To have the highest expectation of their own learning and behaviour - To know and understand how to improve in specific subjects - To engage in the co-curricular life of the school - To uphold and be exemplars of the Salesian ethos and values- 'Being Salesian' - To be a responsible member of the school community and always seek to fulfill their potential - Make necessary use of the support systems and structures in school 	<ul style="list-style-type: none"> - To have the highest expectation for their child in relation to learning and behaviour - To actively support the school as specifically outlined in the 'Home School Agreement' - To monitor and discuss subject progress at home by using grade collections and interim test results - To make staff aware of any concerns which they might have in relation to the progress of their child 	<ul style="list-style-type: none"> - As outlined in 'Curriculum Responsibilities'

Safeguarding

The school recognises that the safeguarding of all children is of central importance.

The curriculum has a vital role in relation to promoting the safeguarding and well-being of all children.

The school safeguarding policy states that the school will, *"Promote safeguarding across the curriculum, including through PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include prevention of self-harm (including what to do if they have concerns about others self-harming), anti-bullying work, online-safety, accessing emergency services, road safety, pedestrian and cycle training"*.

The school therefore seeks to promote safeguarding in all areas of the curriculum.

Particular emphasis is placed upon the development of knowledge and understanding of areas which impact safeguarding in PSHE lessons.

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However, it is recognised that all subjects have an active role and contribute towards a culture of inclusion and safeguarding.

RSE

Salesian school recognises the importance of delivering a robust, rigorous and well resourced RSE programme. For further information the Salesian RSE policy can be referred to.

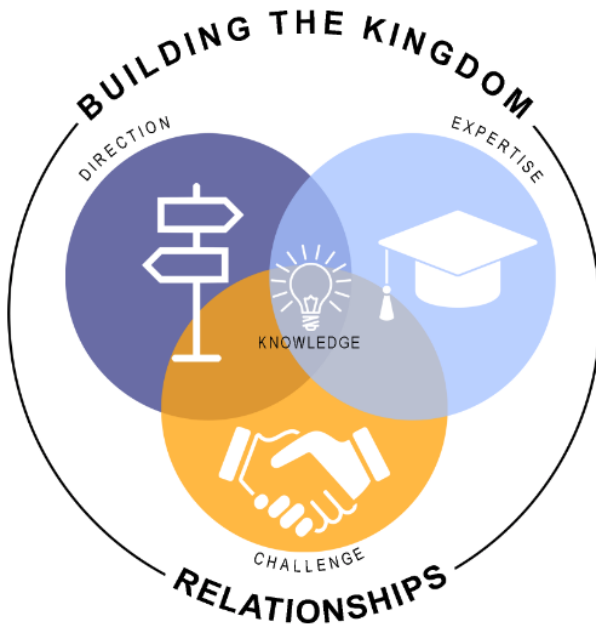
The Curriculum- Linked Documents

This policy aims to reflect the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the elements of the [National Curriculum programmes of study](#) which we have chosen to follow. 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](#).



Appendix 1- 'Salesian Mastery'

SALESIAN MASTERY



DIRECTION

BIG PICTURE
BUILDS ON PRIOR KNOWLEDGE
CLEAR FOCUS

CHALLENGE

INTELLIGENT TASK DESIGN
HIGH ASPIRATIONS FOR ALL
AFL GUIDES LESSON

EXPERTISE

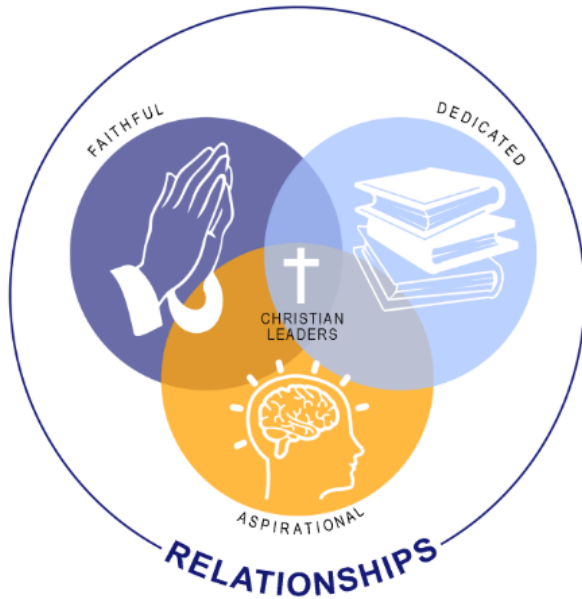
EFFECTIVE QUESTIONING
MEANINGFUL FEEDBACK
MISCONCEPTIONS & MODELLING





Appendix 2- 'Being Salesian'.

BEING SALESIAN



FAITHFUL
COMPASSIONATE
SERVING OTHERS

DEDICATED
HARD WORKING
DETERMINED TO IMPROVE

ASPIRATIONAL
CURIOUS
PROACTIVE

**CHRISTIAN
LEADERS**

