

Nominated Lead Member of Staff:	Vicki Chiverton
Status & Review Cycle:	Statutory Annual
Next Review Date:	September 2019

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St Jude's C of E Junior School

Learning and Achieving Together with God

CURRICULUM POLICY

This school is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

At St Jude's School we believe in the concept of lifelong learning and the notion that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives. Through both our 'Creative Curriculum' and the subjects of English, Maths, Science, Computing, Physical Education and Religious Education we develop pupils' abilities, interests and potential in order to prepare them for the next stage in their lives. We use a broad range of teaching strategies that take into account the ways in which pupils learn in order to foster engagement, motivation and creativity. The school delivers the National Curriculum 2014.

Through our teaching we aim to:

- enable pupils to become confident, resourceful, resilient, enquiring and independent learners;
- foster pupils's self-esteem and help them build positive relationships with other people;
- develop pupils's self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others;
- show respect for all cultures and, in so doing, promote positive attitudes towards other people;
- enable pupils to understand their community and help them feel valued as part of this community;
- help pupils grow into reliable, independent and positive citizens.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, what helps them learn and what makes it difficult for them to learn.

SMSC

We believe that the Spiritual, Moral, Social and Cultural education of a child is integral to their development and their ability to learn, and helps give pupils the confidence they need to

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achieve their potential. Our intention is that the pupils make sense of the world we live in and become the person they want to be.

The school promotes the best possible academic, cultural and moral values in a Christian environment. All our pupils, regardless of background, culture or religious belief, are equally valued, supported and challenged. We recognise the diversity within our society and ensure that British values are embedded within our curriculum. Everything we strive to achieve at St Jude’s can be embodied under three headings: *learning, responsibility and happiness*. In response to the ideas that were shared by the pupils, parents, staff and governors we redesigned our school logo, which we believe says it all for us.

The values which underpin our school ethos and practices are *Forgiveness, Thankfulness, Love, Trust, Respect and Friendship*.

Our school values can be found on a beautiful banner in the school hall as a reminder of the values that we teach the pupils to live by. Our Christian assemblies visit these values and are implicit in our behaviour towards each other, whether adult or child, as we live our daily lives. We want our pupils, parents and staff to feel part of the St Jude’s community and to be proud of this.

Please see our SMSC policy for further details.

Religious Education

Religious Education provokes challenging questions about the ultimate meaning and purpose of life; about beliefs about God, the self and the nature of reality; about issues of right and wrong; and about what it means to be human. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

In this subject pupils learn both about religion and from religion. Religious Education seeks to address the questions that are of universal human concern. In considering these questions, pupils will consider the responses of religions they are studying.

As a Church of England School, the teaching of R.E. at St Jude’s is based upon the Guildford Diocesan Syllabus, ‘Guidelines for Religious Education’. Parents have the right to withdraw their child from the teaching of R.E.

R.E. is taught for between one and one and a half hours each week, and a Spiritual Week is held each year. Total teaching time is 45 hours per year, with Christianity being the topic for 70% of the time and the remaining 30% focussed on other faiths.

A variety of approaches are used. These include:

- Visits to Christian churches, a cathedral, a temple and a mosque.
- Meeting Christians and members of other faiths.
- Handling religious artefacts
- Participating in and observing worship (participation will only take place in Christian worship, and only after parents have been notified).
- Using primary source materials (i.e. Bibles).
- Drawing, painting, designing and making.

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- Providing help for other people
- Watching DVDs
- Group work
- Discussion, which is a feature of this subject and is actively encouraged.
- Drama, role play activities
- Use of stories
- Written work
- Researching information using a variety of secondary sources
- Reflective Area by ICT suite
- Easter or Pentecost Pause Day

Please see our R.E. policy for further details.

English

Our approach to teaching English links, where possible and relevant, to our Creative Curriculum topics. Through a range of *Talk for Writing* activities, including the use of drama and retelling, the pupils rehearse the language they need for a style of writing, followed by shared writing to support them with how to compose and structure their work. Pupils are given the opportunity to extend their writing in our weekly ‘Big Write’ sessions and then apply their knowledge and skills throughout the whole curriculum. As well as using written texts, visual texts, such as video clips, are used to enhance pupils’ learning and develop their comprehension. An English unit of work usually lasts for three weeks following the three ‘eyes’ for writing – imitation, innovation and invention. This allows pupils to immerse themselves in a text before composing their own.

Spelling

At St Jude’s we follow the rules and guidance provided by the National Curriculum 2014 and use the statutory word-lists provided, which are a mixture of words pupils frequently use in their writing and those which they often misspell. This is supplemented with the *No Nonsense Spellings* programme which uses an investigative approach to help pupils understand some general spelling rules and principles, as well as the role of morphology and etymology. Spelling sessions take place two to three times a week to allow the pupils to practise and embed their spellings. Due to the challenging nature of some words, they may appear more than once on a list to help the pupils to accurately use the words and spelling rules in their writing.

From Year 3 onwards pupils are set weekly differentiated spellings to learn as homework and they are then tested the following week. From Year 4 onwards pupils are also set a spelling activity to assist them with learning their words.

Vocabulary, Grammar and Punctuation

The teaching of grammar and punctuation is most effective in activities such as shared reading and writing, where helpful discussions and the demonstration of grammatical features can take place within a contextualised exercise. The use of guided writing sessions provide opportunities for teachers to focus on an aspect of grammar and punctuation with pupils, while group and independent sessions allow pupils the chance to investigate and

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apply their grammatical knowledge. Visual prompts, in the form of individual word mats and classroom displays, are used to help support the pupils with their learning.

To ensure coverage of the National Curriculum for spelling, vocabulary, grammar and punctuation, as well as a chance to revisit and consolidate, classes have a single focus for an English unit which can be used as the main objective for a weekly lesson or for starter activities. Although an objective may be taught in a specific year group, pupils may not be expected to use it until further into their learning journey.

Reading

At St Jude’s we believe that pupils should be encouraged to establish an appreciation of and love for reading, as well as seeing reading as being an important way of feeding their curiosity and imagination. It is taught through shared reading, guided reading sessions and opportunities to practise and consolidate skills through independent reading. In addition to this, certain pupils may be selected to read with volunteer adults, providing further opportunities to practise their reading skills and increase their fluency.

Pupils are provided with books appropriately matched to their independent reading band or colour, which are monitored and regularly assessed through the use of benchmarking. In addition, pupils are given the opportunity to borrow books which interest them from our school library bus. This helps to inspire pupils to read widely across both fiction and non-fiction texts, letting them explore and develop knowledge of themselves and the world around them. In shared reading sessions, books are often used as a whole class text which challenges pupils to read above their independent reading bands, exposing them to vocabulary that they rarely use or hear in everyday speech.

As part of pupils’ home learning, parents are urged to read with their child at least three times a week and are asked to complete the school planner with comments.

Mathematics

Our aim is to ensure that all pupils become fluent in the fundamentals of mathematics whilst developing their reasoning and problem solving skills. We aim to instil that maths is all around us and we use it in our day to day lives. With this in mind, teachers are continually looking for ways to use maths across the curriculum, allowing the children to identify links with maths and other subjects.

Lessons

Our Medium Term Plans are based on the Rising Stars Mathematics scheme. This is a primary mathematics programme.

Rising Stars Mathematics:

- offers a wealth of opportunities for children to explore, practise, embed and extend learning
- follows the Concrete-Pictorial-Abstract approach to deepen children’s understanding of mathematical concepts.

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Concrete-Pictorial-Abstract approach

Children will travel along this continuum again and again, often revisiting previous stages when a concept is extended. Children use concrete objects to help them make sense of the concept or problem. Whatever the objects are, they can be moved, grouped and rearranged to illustrate the problem. As the child's experience and confidence grows, they may no longer need physical objects to actually move around. Instead, they draw them. These simple pictures to represent the problem could be pictures of real objects they have used in the past, objects mentioned in the problem or something else meaningful. As understanding develops, children move on to use some form of abstract representation. This could be giving values to rectangular bars to identify what is known and what is unknown, using a symbol to stand for a number, or something else.

Teachers supplement the activities from Rising Stars Mathematics with a variety of problems and activities from lots of different sources including: White Rose Maths Hub, NCETM and ISee Maths.

Continual Formative assessment allows the children to be grouped by ability within their classes; suitable for the concept being taught. A range of teaching styles, resources and activity types are used to ensure that they can access the skills being taught in an interesting and enjoyable way. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material are able to consolidate their understanding, including through additional practice, before moving on.

Arithmetic and Calculations

At St Jude's we have a strong emphasis on developing the children's knowledge of basic number facts and strategies for solving simple calculations in the most efficient way. Lesson often have a warm up section focusing on a basic skill or concept. These sections will have activities that help the children to remember key facts and recall them at speed.

We have developed our own Progression in Calculations policy (based on The White Rose Maths Hub's Calculation policy (appendix 1) which enables the children to work towards the formal methods for solving the four main mathematical operations. It also ensures that the children have a clear understanding of the method rather than following a procedure without a true understanding of what they are doing.
 Times Tables – these are taught as part of the Years 3 & 4 curriculum and revisited regularly within Year 5 & 6. Each teacher sets and tests times tables regularly based on pupils' fluency.

Assessment and interventions

Informal assessment is continually taking place in lessons, through questioning and marking. We formally assess the children, in the form of a written test (PUMA), each term. These assessments are reviewed and question analysis completed. The analysis is used to inform planning and teaching. If at any point a teacher feels that a child maybe not making expected progress, they may choose to put an intervention in place. Each teacher has a focus group within their class with whom they work with on a regular basis. When needed, teachers or teaching assistants may pre teach concepts or go over misconceptions with identified children during assembly times.

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1stClass@Number 2 is an intervention developed by Edge Hill University, aimed at those children struggling to make progress specifically with number facts and place value. It is led by a specifically trained Teaching Assistant and takes place in its own room, during the afternoon. The children are assessed using the Sandwell Assessment before and after the intervention to track progress. The children who have undertaken this have shown good progress either in the Sandwell Assessment and/or in the formal class based assessments. The intervention is based around a post office theme, with the children sharing their successes by writing and giving out post cards.

Homework

A formal piece of homework is set once a week. This is either a worksheet / written exercise or activities set on Mathletics. Mathletics is a web-based learning program that integrates home and school learning via the internet; it is one of the world’s most used educational websites. As an online learning resource it is the next generation in learning, helping students to enjoy maths and achieve outstanding results.

Alongside this, a weekly Number Fitness activity is set. The aim of these activities is to improve the children’s fluency and speed with simple calculations and number facts. The activities set are generally either a maths game or to play Live Mathletics. Live Mathletics is an online game where the children can play against other children, either in their class, school or around the world. It is played against the clock and the children have to answer as many questions as they can in the given time.

Mathletics – As the children complete activities and play Live Mathletics, they accumulate points. When they reach a certain amount of point they can receive certificates of achievement; the silver and gold of these are given to the children in a Friday celebration assemblies. We are aware that some children have limited access to the internet at home or enjoy Mathletics and are keen to do well Therefore we operate a Mathletics club every lunchtime in the ICT suite. The running of this club forms part of the Maths Ambassadors responsibilities. (Maths Ambassadors are class elected pupils that help promote Maths at St Jude’s.)

Computing

The Computing curriculum at St Jude’s aims to cover the programme of study identified in the National Curriculum and offer opportunities for enrichment which go beyond this.

We aim to develop pupils’ understanding of computing through three broad strands:

- Computer Science – in which pupils learn about the basic principles of programming including: decomposition, sequencing, abstraction, logical reasoning and algorithms
- Information Technology – in which pupils learn to use and apply computers and software tools for everyday tasks including: researching information, creating useful content, collecting and analysing information and presenting information and data
- Digital Literacy – in which pupils learn how to use information technology to communicate and collaborate, how to evaluate the reliability of digital content and to use technology and the internet safely, respectfully and responsibly.

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Delivery of the computing curriculum at St Jude's is through:

- Dedicated computing lessons taught by the class teacher
- Use of Information Technology and computers across the curriculum
- Special events and projects – such Internet Safety Day

Science

Science is an important part of a child's education and provides a vital foundation for understanding the world. It has changed our lives and our pupils will be part of changes made in the future. Our aim at St Jude's is to encourage pupils to develop a sense of excitement and curiosity about the world around them.

Through keeping activities as practical as possible, we help them understand how key knowledge and concepts can be used to explain what is happening and to predict how things behave. We want the pupils to develop a positive attitude towards science through exploring, talking and testing. The pupils then present their findings in a variety of ways including bar-charts, posters, stories, diary entries and labelled diagrams.

At St Jude's, we adopt an inclusive approach to our weekly science lessons ensuring that pupils of all abilities and backgrounds have an equal opportunity to make good progress and enjoy science. A range of activities used to help scientific understanding include making ice-cream to show changes of state from a liquid to a solid; making clouds in a glass; identifying and classifying bugs in found in our science garden.

Creative Curriculum

The following subjects are linked together through a termly Creative Curriculum topic: History, Geography and Art. Links, where possible, are also made with the core subjects of English and Maths.

Through the use of WOW activities to introduce each new topic or theme, teachers create exciting learning experiences which spark the pupils' interest and bring learning to life. Pupils are encouraged to develop their questioning skills and they are provided with opportunities, including the setting of topic homework, to broaden their use of research skills. These experiences and development of skills help to foster more independent and enthusiastic learners, who have a boarder understanding and depth of study with a national, global as well as local focus.

A strong connection with parents and the wider community is established through the organising of open afternoons and themed events. These provide the pupils with the chance to share their learning and exhibit their work.

History

The History National Curriculum requires pupils in Key Stage 2 to learn history topics in a chronological order. Our aim is that pupils will begin to see how the events of the past have influenced and shaped the world we live in today, through the struggles for power, industrial changes and the impact of the monarchy. At St Jude's, we believe that pupils should actively participate in lessons. Through an investigative approach, pupils are encouraged to use a

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range of information sources to answer as well as ask questions. This helps them to build a picture of what has happened in the past and to make links between different periods of history. To further their depth of understanding and knowledge, visits to places of interest are carefully planned to support classroom activities as well as inviting, where possible and appropriate, visitors and guest speakers to the school.

Geography

Geography teaches an understanding of places and environments – our pupils love to find out about the world around them. Pupils have the opportunity to explore the local area using fieldwork and compass skills; they consider how their lives compare with that in other regions of the United Kingdom and in the rest of the world. Key geographical knowledge is developed, with a focus on learning the continents, five oceans and capital cities. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Geography teaching also motivates pupils to find out about the physical world around them; it enables them to recognise the importance of sustainable development for the future of mankind.

Art and Design

Our art and design lessons aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As our pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our pupils have the opportunity work with a range of media producing creative work, exploring their ideas and evaluating their own and others’ work. Our aim is that they become proficient in drawing, painting, sculpture and other art, craft and design techniques as a result of well-planned progression of skills across Years 3 to 6. As part of this our pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design and technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of the past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

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When designing and making, pupils will be taught to use research and develop design criteria to inform the design of innovative, functional, appealing products. They will then select from and use a wider range of materials, tools and equipment to perform practical tasks. Finally pupils evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Modern Foreign Languages

The learning of a foreign language provides a valuable educational, social and cultural experience for all pupils. At St Jude's, pupils learn French from Year 3 through to Year 6, demonstrating clear progression and providing a balance of spoken and written language. We aim to make language learning fun and follow the 'Language Angels' scheme of work which uses a range of interactive games, songs and activities to motivate and engage the pupils. It also gives an opportunity to listen to native French speakers to aid correct pronunciation. French will also have cross curricular links with other areas of the primary curriculum.

Whole school events, such as 'French week' raise an awareness of our multicultural world and give an understanding of the French culture. The pupils also have the opportunity to practise their French in real life situations such as through Skype exchanges with a school in Brittany and the Year 6 trip to France.

At St Jude's we aim to develop positive attitudes to language learning and foster curiosity in the culture of other nations in preparation for further language study at KS3.

PSHE

At St Jude's PSHE is seen as fundamental in providing pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Each child is valued as an individual and is given the chance through drama, discussion and written tasks to express their feelings and acquire an understanding of others. We follow a scheme called Jigsaw, which covers these topics: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. In addition, each class teacher may deliver a circle time lesson to address any issues that may have arisen within the school day.

Here at St Jude's we appreciate how some pupils look to their peers for advice and reassurance. We have a group of 12 Year 6 pupils who have been carefully selected to act as Peer Mediators to support other pupils within the school. Our Peer Mediators are there to listen to other pupils's concerns and give guidance and support within the playground environment.

Physical Education

At St Jude's we believe Physical Education is essential for the promotion of healthy lifestyles and positive attitudes to learning. P.E. develops pupils' physical competence and confidence and develops their ability to perform a range of activities. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, groups and teams. P.E. encourages problem solving and co-operative thinking and planning. Pupils

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learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences and learn to make choices about how to get involved in lifelong physical activity. At St. Jude's the pupils will take part in dance, gymnastics, swimming and water safety, athletics and games. We have specialist coaches from Sport4Kids, who provide high-quality lessons in Games and specialist swimming coaches who come in for the summer term swimming. At present, the pupils take part in 5 hours of Physical Education over a fortnight period, which surpasses the national average of lesson time committed to P.E. At St Jude's we also provide a wide range of before and after-school clubs and activities that encourage and develop skills and talents.

See Sports Premium action plan on the website to see how we spent our Government grant.

Music

Music plays an important part in the life of St Jude's. It is an essential part of our daily assembly where opportunities for listening and performing are offered. We offer a variety of music clubs at different points in the school year including choir, brass band and recorders. We follow a scheme called Charanga, which teaches elements of musicianship via the medium of singing.

For seven years our Year 4 pupils have taken part in Surrey Arts' Tuning Up Scheme, which means that every child has been loaned a brass instrument and weekly lessons taught by a specialist teacher. After a year's rest, this is being re-launched as an independent project between St Jude's and Egham Band for our Year 5 pupils. It has been so successful in the past that some pupils have become accomplished enough to perform in concerts with Egham Band.

Surrey County Arts peripatetic music teachers visit the school to instruct the pupils on a wide variety of instruments including piano, brass, violin, cello and classical guitar. We have our own rock guitar teacher and drumming teacher. Parents can apply for tuition via the school office for which a termly fee applies.

The school's Year 6 pupils take part in an end of term production in July – some pupils performing as a band to accompany the actors - and we also invite parents to attend our St Jude's Has Talent evening, where budding performers are able to showcase their talents.