

St Bede's School

Curriculum and Differentiation Policy

1 Introduction

- 1.1 The curriculum in its fullest sense underpins St Bede's School's aims and ethos, from which a culture and philosophy is generated that supports the development of all
- 1.2 We are committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents
- 1.3 The broad and balanced curriculum gives pupils a vast experience of linguistic, mathematical, scientific, technological, physical and creative education
- 1.4 All children are encouraged to make progress and fulfil their potential, with support being given to each pupil in order to strive to attain their best potential
- 1.5 We provide an appropriate and applicable curriculum for the ages, aptitudes and needs of all pupils including those with EHC plans (statements of SEN)
- 1.6 We promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- 1.7 St Bede's School provides full-time supervised education, meaning that it is the intention of the School to provide substantially all of a child's education through the support of a team of teachers and other responsible adults

2 Objectives

- 2.1 To help each child reach their potential and inspire all to achieve personal best in every subject through an encouragement of a love of learning
- 2.2 To foster pupils' true creativity, developing basic life-long skills of speaking, listening, literacy, numeracy and essential skills of learning
- 2.3 To give an informed perspective about the role of each and every individual in the our school community, in society, in our country and in the world
- 2.4 To inspire pupils to a commitment to learning which will last a lifetime, promoting high standards in all learning and teaching
- 2.5 To encourage self-motivated learners and confident communicators, being aware of the need for both competitive and non-competitive philosophies
- 2.6 To ensure that our pupils have opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education

3 Entitlement

- 3.1 St Bede's School curriculum includes all activities designed to promote the intellectual, personal, social, health, physical, economic, spiritual and moral development of each of our children, regardless of their gender, race, disability, religion or belief
- 3.2 It prepares our pupils for the opportunities, responsibilities and experiences of life in British society through both formal programmes of lessons and extra-curricular activities, providing opportunities to both learn and make progress
- 3.3 Our rich provision of classroom and extra-curricular activities also help to develop a range of specific character attributes, such as resilience and determination, which underpin achievement and success in both education and subsequent employment

- 3.4 We view our school timetable as a flexible working document, something which responds to the needs of the curriculum and its learners, term by term, year by year
- 3.3 We believe that each child at St Bede's is entitled to a curriculum which is characterised by:
- Breadth
 - bringing pupils into contact with a range of learning and experience where values such as mutual respect and courtesy are reinforced
 - Balance
 - the timetable ensures a balance between all the curriculum areas of English, Maths, Science, Religious Studies, Latin, French, History, Geography, Art & Design, Music, ICT, PE/Games, Non & Verbal Reasoning, Drama, PSHE/Citizenship and General Studies
 - Relevance
 - appropriate learning objectives are used to focus teaching and learning, and cross-curricular links are pursued where desirable
 - Progression
 - continuity within the curriculum, from EYFS through to UV Form, is monitored, assessed and evaluated regularly. Children in the upper school are also offered next step and broad careers guidance, identifying pupils' strengths and study skills
 - Teaching and Learning
 - Teachers and other staff have high expectations, using strategies to make learning enjoyable, stimulating, rewarding and confidence-building

4 Differentiation

- 4.1 At St Bede's we use planned intervention by the teacher, with the intention of maximising the achievements of pupils based on their differing individual needs
- 4.2 A variety of differing teaching and learning methods and materials are used to suit pupils' different needs and ensure challenging work is provided for all
- 4.3 Differentiation also requires variation in classroom organisation and individual support, pupils having the opportunity to learn and progress whatever their ability
- 4.4 We encourage the use five diverse forms of differentiation as appropriate:
- Differentiation by DIFFERENTIATED TASK
 - All children work on the same learning task BUT the task is graded into at least 3 levels of difficulty - Example: 'must-should-could'
 - Differentiation by VARIED TASKS
 - There is a varied range of learning tasks SO groups of children complete diverse tasks - Example: the 'V A K' approach
 - Differentiation by PEER SUPPORT
 - Children work on the task in pairs or small groups TO support each other through collaboration - Example: the 'talking partner'
 - Differentiation by ADULT SUPPORT
 - Teachers and other adult helpers OFFER guidance and assistance to individuals or groups of children - Example: 'scaffolding' approach
 - Differentiation by TASK OUTCOME
 - Children work with total independence at their OWN level of understanding and skill - Example: the 'clear instruction' approach

5 Curriculum Planning

- 5.1 There are three distinct stages of curriculum planning for teaching staff who are required to prepare specific and appropriate programmes of study

- 5.2 The LONG TERM OVERVIEW gives a very basic outline of a series of units to be covered yearly which, in turn, contributes to the whole school Curriculum Overview for each term
- 5.3 MEDIUM TERM PLANNING partitions the Long Term Overview into separate strands, identifying the intended learning, and can be presented in half-termly or termly blocks
- MTP show a sequence of lessons that will promote progress in learning
 - It follows a whole school approach, totally focussed on the learning process
 - It is presented in a way that is strong and clear for the 'eye of a stranger'
 - What is being learned?
 - The theme of the work to be covered, taking into account any required prior learning and cross curricular links
 - Why is it being learned?
 - Learning objectives and outcomes explain this, both of which generate formal and informal assessment opportunities
 - How is it being learned?
 - Specific tasks, taking into account SEN or G+T activities, are highlighted which may need additional resources including the use of ICT
 - How is the learning facilitated?
 - Differentiation and key vocabulary are stated to reinforce, extend and develop children's actual progress in learning
- 5.4 SHORT TERM DOCUMENTS may take the form of:
- Formal lessons plans, especially recommended for observation purposes
 - Extra notation and/or highlighting of Medium Term Planning
 - A 'diary' which can be cross-referenced to the Medium Term Planning

6 Awareness of Five Sub Groups

- 6.1 At St Bede's School we are aware that children are all different, and unique in their educational needs and support requirements
- 6.2 We view each group of children as a collection of high attainers, middle attainers, and low attainers, and believe that most children should achieve within those three broad groups.
- 6.3 Nevertheless, some children will have specific learning difficulties and may come under the term SEN (special educational needs) or fall off the low attainers group in specific subjects
- 6.4 Other children will be particularly Gifted or Talented (G+T) in specific subjects or curriculum areas, and require additional support and challenge to maintain their rate of progress

7 Early Years Foundation Stage

- 7.1 Children in the Reception and Nursery classes come under the umbrella of St Bede's School, and as such this policy also relates to all aspects of EYFS
- 7.2 Teaching and support staff will offer curriculum and differentiation as set out by EYFS regulations and relevant protocols in this policy
- 7.3 The EYFS curriculum incorporates the seven areas of learning and development, early learning goals and assessment requirements (see separate EYFS policy)