



# St Paul's School

## Our Curriculum Intent Implementation and Impact

September 2020



### CURRENT CURRICULUM PROVISION

Curriculum vision and rationale

The key principles that underpin our curriculum:

#### Our Educational Philosophy

- Our educational philosophy emphasises emotional self-awareness as a necessary pre-condition to improving society and bettering the human condition. This is a pupil-centered philosophy that focuses on differentiation - meeting the students *learning readiness* needs. It promotes restorative justice and the ability to self-reflect and repair to move forward in a positive way. Its main characteristics are imagination, intuition, individuality, idealism, and inspiration.

#### What's Unique about Our Curriculum?

- Cross curricular interrelated subjects across key stage 2 to key stage 4 and beyond. A major emphasis on the development of soft skills, health and well being and the whole child prior to academic achievement. One employment pathway from start to finish with opportunities to re-route on the way.

#### Our School's Vision

	<ul style="list-style-type: none"> <li>To give pupils the opportunity to believe in themselves and enable them to achieve and succeed - 'Believe, Achieve, Succeed'</li> </ul> <p><b>What We Want Pupils to Have Achieved by The Time They Leave</b></p> <ul style="list-style-type: none"> <li>A positive self-image grounded from the sense of achievement, development of social skills and the creation of friendships and trust</li> </ul> <p><b>Overarching Principles and Aims of Our Curriculum</b></p> <ul style="list-style-type: none"> <li>Our curriculum aims to excite pupils enough to want to learn more. To enjoy and achieve in what they do. To believe in themselves, build relationships and have trust in others to support them in doing this. To create opportunities for them to thrive in the wider world.</li> </ul> <p><b>What Impression We Want Our School to Leave on Pupils</b></p> <ul style="list-style-type: none"> <li>I enjoyed, I achieved, I trust, I have ambition, I want others to experience what I have.</li> </ul> <p><b>What's Essential for Pupils to Succeed</b></p> <ul style="list-style-type: none"> <li>The development of basic social skills and the sense of self-worth. The development of friendships and trust. The achievement of qualifications and guidance for their next stage of their journey</li> </ul>
Curriculum strengths	<ul style="list-style-type: none"> <li>Whole school approach that is topic based and familiar to pupils, for example: Birmingham, Health and Wellbeing, our Environment</li> <li>Each topic is term based to enable the pupils to gain a real understanding of the subjects</li> <li>Pupils learn about their local area where they live and its history, about themselves and their health and well-being and the importance of their environment and community</li> <li>A clear pathway for progression from key stage 2 to key stage 4</li> <li>A focus on the interests of the pupils for enjoyment, achievement, and engagement</li> <li>Is flexible to encourage their contributions with subjects familiar to them</li> <li>Enables change in direction to include national initiatives and competitions ie poetry</li> <li>Collaboration between subject areas to gain an overarching understanding of how each subject intrinsically links to one another for relevance of learning</li> <li>The opportunity to 'explore' as a whole school the community in which we live</li> <li>The opportunity to invite parents/careers to share their experiences and lives in Birmingham</li> <li>Give pupils a sense of belonging by sharing experiences and gaining a wider understanding of equality, diversity and inclusion</li> </ul>
Curriculum weaknesses	A curriculum audit will be carried out in late October by SWOT analysis
Other factors	<ul style="list-style-type: none"> <li>The development of a whole school CPD to ensure that all staff are fully up to date with curriculum development and design.</li> <li>Regular meetings to discuss curriculum content, delivery, and assessment</li> <li>Sharing of budget to enable planning of 'explore' part of the curriculum</li> <li>The employment of two positive behaviour mentors to deliver health and well being and life skills sessions to complement 1:1 session with identified pupils</li> <li>Weekly pupil progress meetings to discuss any concerns and any achievements.</li> <li>Regular SLT meetings to discuss priorities and deadlines</li> </ul>

Intent	<ul style="list-style-type: none"> <li>To give pupils the opportunity to believe in themselves and enable them to achieve and succeed</li> <li>'Believe, Achieve, Succeed'</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>The implementation of school wide cross curricular learning will take the form of an illustration of our intent. This will be in the form of three cogs to represent each topic-based project: <ol style="list-style-type: none"> <li>Birmingham</li> <li>Health and wellbeing</li> <li>The environment.</li> </ol> </li> <li>Within these three cogs will be the cross curricular development of learning across several academic subjects and soft skills development within each topic. The illustration will give the illusion of slowly rotating cogs moving towards the next stage of development whilst working together to keep the curriculum interconnected.</li> <li>This illustration will form part of every lesson, will be displayed around school so that all will be familiar with our intent and implementation. The idea of this being visual will better meet the needs of our pupils. This is currently being designed.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>The impact of this approach is that learning is shared and enjoyed by pupils and staff. What is learned in one class can be linked to the next. It gives a sense of belonging to a wider initiative where learning can be taken from one setting to another to encourage the transfer of a set of acquired skills. Pupils can see a clear pathway and have a good understanding of why they are learning and what they are learning.</li> <li>It makes learning relevant. Pupils will believe in their ability, will achieve, and ultimately succeed in whatever it is they want to do.</li> </ul>
Results of curriculum audit	<ul style="list-style-type: none"> <li>The results of a curriculum audit will be available late October after the delivery during the first half term.</li> </ul>
Planned (and implemented) changes to your curriculum	<ul style="list-style-type: none"> <li>The focus for the development of our curriculum is a whole school approach for a clear pathway from key stage 2 to key stage 4 and beyond. A curriculum which is familiar, relevant, and engaging for all pupils:</li> <li>Termly based projects: Birmingham, Health and Wellbeing, our Environment. This will include current issues for gained knowledge in current affairs and the opportunity to gain skills in discussion and debate.</li> <li>A focus on the development of relationships, personal development skills, health and wellbeing will be fully integrated throughout. A platform for this is the introduction of timetabled health and wellbeing sessions, intervention, and the development of the RHSE part of the curriculum.</li> <li>English and maths will draw planning from other subjects for example: demographics, percentages, graphs, charts, videos, presentations, pieces of text and poetry.</li> <li>The opportunity for whole school projects will enable pupils to mix gaining a greater understanding of one another and the opportunity to learn in both settings and the local area.</li> <li>The opportunity for key stage 3 to have tasters in landscaping, childcare, motor vehicle studies, trades, catering to enable them to make informed choices for key stage 4.</li> <li>Key stage 4 to study for a range of C&amp;G and BTEC qualifications in trades, motor vehicle studies, childcare, catering, sports. The opportunity for pupils to participate</li> </ul>

	<p>in work experience to widen their aspirations, enable them to make more informed choices and gain a BTEC in work skills.</p>
Staff training	<ul style="list-style-type: none"> <li>• Regular curriculum development meetings to ensure we are sharing ideas and resources and reflecting on what has been delivered – what worked well, what didn't</li> <li>• As a team identify progress and outcome criteria from the laser LEAP curriculum to create project booklets and assessment and progression of learning</li> <li>• As a team identify progress and outcome criteria for functional English and maths to ensure that this is integrated throughout subjects.</li> <li>• Regular CPD sessions on safeguarding, health and well being to support one another and pupils.</li> <li>• CPD session on monitoring and assessing progression using the criteria from functional skills, BTEC and laser specifications</li> <li>• CPD session on the monitoring and progression of soft skills via R/PHSE, behaviour point system</li> </ul>
Monitoring and evaluation	<ul style="list-style-type: none"> <li>• Half termly monitoring of the curriculum will take place in the form of a SWOT analysis to inform the next half terms delivery, progression, monitoring, assessment, and achievement.</li> </ul>