



ST. ANTHONY'S SCHOOL  
FOR BOYS

# Curriculum Policy

**Policy reviewed by:** CK

**Review date:** July 2021

**Submission:** July 2021

**Policy actioned from:** September 2021 – August 2022

**Next review date:** June 2022

**Reviewer's Signature:** CK

**Head Teacher's Signature:** RPB

**Circulation:** This policy has been adopted by the governors, is addressed to all members of staff and volunteers, and is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to St. Anthony's School for Boys; 'parents' refers to parents, guardians and carers.

Our curriculum comprises all of the planned activities that we organise at St. Anthony's with a view to promoting learning, personal growth and development. This is not limited to the academic curriculum, which is designed to promote positive outcomes for all pupils in preparation for their eventual transfer to other schools, both at examined exit points but also at other times. It also includes engagement with the Arts, and also the range of extra-curricular activities that the school organises in order to enrich the children's experiences.

As such, our curriculum aims to provide pupils with a rich experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It is designed to provide stimulation and subject matter appropriate for the ages and aptitudes of pupils, including those pupils with special educational needs.

Central to our curricular vision is a holistic view of our pupils as indicated in our Mission Statement and aims.

These aspirations echo and embody the overarching principles of the educative process as stated by the so-called 'Red Book' (*Our Catholic Schools: Their Identity and Purpose*). We seek to 'ensure that each subject area of the curriculum contributes to the spiritual, moral, social and cultural development of all pupils'.

The school's curriculum pays due regard to the national curricular debates (including in the EYFS). It is also informed by shared best practice across the Alpha Plus Group and through IAPS.

### **The Faculty Structure and Subject Specialist teaching**

The school adopts a Faculty Structure as a means of delivering the curriculum, from Reception to Year 8. Our key faculties, overseen by 'Faculty Heads' are: Maths, English, Science, Languages (French and Latin), Humanities (History, Geography, RE) and Arts (Music, Drama and Art).

From Reception to Year 5, students are (with the oversight of the Faculty Heads) primarily taught by their classroom teachers. These teachers are specialists in delivering the full curriculum to this particular age range. We believe that maintaining this holistic academic and pastoral oversight at this age is key to students' academic and social development. The only exceptions to this are the subjects of: French (specialist taught), Art (specialist taught from Year 2), PE/Swim and Music. All students in this age range will also be taught by specialists in Maths and English.

We believe that Year 6 is the most effective point at which to increase the specialist teaching, as boys start to prepare for the Common Entrance curriculum after their Year 6 Senior School assessments. From Year 6 to Year 8, boys are provided with further specialist teaching in RE, History, Geography and Science- in addition to the subjects outlined above.

The purpose of the Faculty structure is to enable students to appreciate and learn from the various links between subjects within 'families' (such as the humanities) whilst also building on links between different faculties (such as English and Science). This provides a rich curriculum diet fit for the 21<sup>st</sup> century.

Faculty Heads meet once per week in order to discuss curriculum matters, including upcoming opportunities for inter-faculty collaboration.

The curriculum structure is reviewed by HoDs and subject co-ordinators under the direction of SLT.

The formal Junior House curriculum places a strong emphasis on the acquisition of basic skills and the development of a solid foundation for learning. We want the boys to transition to the Senior House secure in their ability to face the challenges ahead, socially at ease, full of curiosity and intellectually flexible. We believe that a structured approach, leading to confidence in reading, writing and numeracy is the key to success. Accordingly, the emphasis from the Reception year through to Year 3 is on Literacy and Numeracy, with an enriched curriculum being provided through Scientific learning, the Humanities, Arts, and the teaching of languages.

Our Reception boys follow the EYFS curriculum, which provides a helpful, coherent overarching structure; it is complemented by our extra specialist provision. We believe this combination serves to embed the basic skills and knowledge needed: we want, even at an early stage, to stretch the boys, develop their horizons and respond to their infectious and exciting curiosity about the world and people around them.

The EYFS curriculum is guided by seven areas of development, These are:

#### **Prime Areas:**

- **Communication and Language:** developing listening and attention, questioning and speaking skills and conversations with teachers and peers; Participating in group discussion and communicating in full sentences using past, present and future tenses;
- **Personal, Social and Emotional Development:** developing self regulation, managing their own basic hygiene and personal needs and forming positive relationships with adults and peers;
- **Physical Development:** developing core strength, gross motor skills and fine motor skills;

#### **Specific Areas:**

- **Mathematics:** developing a deep understanding of number, including composition and numerical patterns and exploration of shape, space and measure;
- **Literacy:** developing comprehension, reading and writing skills;
- **Expressive Art and Design:** exploring creatively using materials and being imaginative and expressive;
- **Understanding of the World:** helping children investigate past and present, people, culture and communities and the natural world.

Within this curriculum, the boys have set times within the day which are devoted to the teaching of Phonics and Maths and a forty minute French and Music lesson each week. Plenty of opportunity is given to play and learn outdoors on our playground and in the Reception outdoor learning area. Boys have access to the Hall and playground for formal P.E sessions twice a week.

From Year 1, the curriculum provision for all pupils covers the following areas:

- Linguistic (English, French, Mandarin and Latin from Year 6);
- Mathematical, scientific, technological;
- Human and social (History, Geography and RE);
- Physical, aesthetic and creative.

For all pupils, the core skills of speaking and listening, literacy and numeracy, are central, but Art, Music and Drama also form an important part of the curriculum. Taught by form teachers in the Junior House (with the exception of Years 2 and 3), Art is taught by a subject specialist to all the pupils from Year 4 upwards in a specially equipped room in the Senior House. Whilst integrated in the Junior House, every class in the Senior House has a weekly Drama lesson too. There are many opportunities to perform: in front of parents, in designated school assemblies, in concerts, ensembles and other performances. In addition to timetabled Music lessons, boys have the opportunity to participate in a range of extra activities including Choir, learning a musical instrument, Orchestra, play productions, and art 'hobbies'.

The school recognises the importance of physical activity. Each boy has a Physical Education class at least three times a week, on site in Reception and Year 1 but thereafter using the facilities Brondesbury Cricket Club, a short coach ride away. The main sports offered are football, rugby, hockey and cross-country running during the winter and cricket and athletics during the summer. We also have use of a covered, heated swimming pool which is used year round for weekly timetabled swimming lessons. A careful balance is struck between provision of high quality physical education for all and provision for school teams.

Verbal and non-verbal reasoning, as well as exposure to Philosophy lessons, also enhance our boys' opportunities to perform successfully in the regime of testing and interviewing for our target Senior Schools. Our equal emphasis on core subjects and the Arts involves a parallel curriculum of peripatetic instrumental lessons, LAMDA and, where possible, the involvement of every boy in school productions. In addition, hobbies complement our well rounded curriculum in the Arts, including activities such as Music Technology, Drama Club and Coding.

The school has a learning enrichment programme comprising of a range of after-school extension classes, across the spectrum of academic subjects. In addition, pupils have good interview practice and scenarios to increase their confidence.

Our Digital Literacy curriculum runs through all subjects and in formally taught ICT/Computing lessons, delivered by form teachers. Boys are encouraged to access and develop a range of skills in both presentation, research and technology in order to demonstrate their skill in various media. Pupils have access to laptops and ipads throughout school, and this is backed up with our focus on Firefly and TEAMS, our online platforms where resources, homework and information are shared and exchanged between home and school. In addition, boys are educated in online safety

and acceptable usage of computing resources, including having knowledge of how to identify appropriate and useful sources online.

Boys in years 6-8 have their own personal Surface Go devices which are used in lessons and at home to enhance learning.

The curriculum has regard to the school's duty to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is supported by a comprehensive programme of personal, social and health education (PSHEE), both through a specific scheme of work and infusion into all subjects, including RE Science and PE (for example, through their CARDS ethos). Pupils are prepared for the opportunities, responsibilities and experiences of adult life through a variety of opportunities including, for example, visiting speakers (who often fuel children's interests in possible future careers in industry and in other areas), assemblies and masses, fund-raising for charities and through the curriculum generally. The School Council and the Prefect Team also contribute to this significant dimension of the pastoral curriculum.

In addition, regular meetings take place between the Headmaster and relevant Alpha Plus linked Governors. They also provide INSET on key educational themes. Staff are encouraged to attend INSET and share best practice within the Alpha Plus Group and beyond, to enhance professional standards in the delivery of the curriculum and also to cultivate a constructively critical approach to it. The Group also provides a series of enriching Teach-Meets.

At St. Anthony's, we pay close attention to the strengths and profiles of the individuals in our care. Whilst forms are of mixed ability, from Year 3 upwards we set pupils in some subjects. Setting is based on a variety of criteria and data (both quantitative and qualitative). This can include initial baseline testing such as CAT4, PIRa, PUMA or MidYis, and references from previous schools, and these are supplemented by rich data we accumulate from in-house testing and assessment. Heads of Department meet to discuss the changing profiles of boys as they journey up the school. Setting is appropriately flexible and changes may occur following discussions of a pupil's performance and needs. Boys are not set purely on academic ability, and factors such as learning styles, pace and personal development are also key in forming decisions.

Visits to museums, theatres and galleries are arranged wherever they complement the curriculum. In addition, a variety of extra-curricular activities are on offer to children from Year 1 upwards, and the programme is designed to support and encourage shared interests. Activities take place before and after-school and at lunchtime, led by both school staff and external providers, including Chess, Choir, Orchestra, Coding and a variety of artistic and sporting activities. What is on offer varies from term to term, but some examples are listed below:

## Curriculum Map – Junior House

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>English</b>	5 hours	5 hours	5 hours
<b>Maths</b>	4 hours	4 hours	4 hours
<b>Science</b>	1 hour	1 hour	1 hour
<b>French</b>	40 mins	40 mins	40 mins
<b>Mandarin</b>	40 mins	40 mins	40 mins
<b>Humanities</b>	1 hour	1 hour 20 mins	1 hour 20 mins
<b>R.E.</b>	2 hours 20 mins	2 hours 20 mins	2 hours 20 mins
<b>P.E./ Games</b>	1 hour 20 mins	2 hours 20 mins	2 hours 20 mins
<b>Swimming</b>	60 mins	40 mins	40 mins
<b>ADT</b>	2 hours	2 hours	2 hours
<b>Music</b>	40 mins	40 mins	40 mins
<b>ICT</b>	40 mins	40 mins	40 mins
<b>PSHEE</b>	40 mins	40 mins	40 mins
<b>Reasoning</b>	30 mins	30 mins	30 mins

## Curriculum Map – Senior House (As 2020-2021)\* Subject to update

	Y4	Y4 %	Y5	Y5 %	Y6	Y6 %	Y7	Y7 %	Y8	Y8 %	Overall	
											Average	Percentage
Maths	240	14%	240	14%	240	14%	240	14%	240	14%	240	14%
English	260	15%	260	15%	180	11%	160	9%	160	9%	204	12%
Science	140	8%	140	8%	140	8%	160	9%	160	9%	148	9%
French	140	8%	120	7%	140	8%	160	9%	160	9%	144	8%
Geography	80	5%	80	5%	80	5%	80	5%	80	5%	80	5%
History	80	5%	100	6%	80	5%	80	5%	100	6%	88	5%
Latin	0	0%	0	0%	120	7%	120	7%	120	7%	72	4%
Mandarin												
RE	160	9%	160	9%	160	9%	160	9%	160	9%	160	9%
ICT	40	2%	40	2%	40	2%	40	2%	40	2%	40	2%
PSHE	40	2%	40	2%	40	2%	40	2%	0	0%	32	2%
Games	240	14%	240	14%	240	14%	240	14%	240	14%	240	14%
Swim	40	2%	40	2%	40	2%	40	2%	40	2%	40	2%
Philosophy	0	0%	40	2%	0	0%	0	0%	0	0%	8	0%
Reasoning	40	2%	40	2%	0	0%	0	0%	0	0%	16	1%
Assembly	40	2%	40	2%	40	2%	40	2%	40	2%	40	2%
Music	80	5%	40	2%	40	2%	40	2%	40	2%	48	3%
ADT	40	2%	40	2%	80	5%	60	4%	60	4%	56	3%
Drama	40	2%	40	2%	40	2%	40	2%	60	4%	44	3%
Carousel			120	7%	160	9%	140	8%	160	9%	145	9%
<b>[Minutes per week]</b>	<b>1700</b>		<b>1700</b>	<b>100%</b>								
Reg	100		100		100		100		100			
Break	100		100		100		100		100			
Lunch	300		300		300		300		300			
	2200		2200		2200		2200		2200			

\* As a Catholic School, St. Anthony's observes at 10% RE curriculum. This is composed of formal RE lessons, and masses, assemblies and pastoral input during registration notices, including morning prayers.

\*\*A high weighting is given to Games to ensure that healthy bodies accompany healthy minds.

