



ST. ANTHONY'S SCHOOL
FOR BOYS

Curriculum Policy

Policy reviewed by JW

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Policy actioned from: September 2017 – August 2018

Next review date: May 2018

Reviewer's Signature: JW

Head Teacher's Signature: PK

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.

General Overview

The curriculum is designed to provide a secure and imaginative basis for academic progress at each stage of a pupil's development. This over-arching policy is applicable to the EYFS, which also has its own complementary documentation. Our intention is that all our boys will develop their own enthusiasms and initiative within a broad educational framework.

The curriculum in both houses of the school 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.

The range of subjects offered leads to a powerful combination of solid academic grounding and flexibility which caters to the individual needs of pupils. We encourage variety. Pupils acquire skills in speaking and listening, literacy and numeracy.

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.

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 curriculum structure is reviewed by SMT, HoDs and subject co-ordinators under the direction of the Deputy Head (Academic).

The curriculum has regard to the school's duty not to undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In addition, regular meetings take place between the Headmaster and Deputy Head (Academic) and the Alpha Plus Director of Education (**Liz Francis**) and Director of Schools and Colleges (**Jenny Stephen**). 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.

We view extra-curricular activities as essential complements to the formal taught curriculum. A range of extra-curricular activities provides pupils and staff with further opportunities to enrich their experiences in a wide variety of fields.

In Reception, the curriculum is specifically guided by the seven areas of development, as set out in the EYFS guidelines. These are:

Prime Areas

Communication and Language: developing listening and attention, understanding and speaking skills.

Personal, Social and Emotional Development: making relationships, having self-confidence and self-awareness and managing feelings and behaviour.

Physical Development: developing physical skills and understanding health and self-care.

Specific Areas

Mathematics: developing an understanding of number, shape, space and measures.

Literacy: developing reading and writing.

Expressive Art and Design: exploring and using media and materials and being imaginative.

Understanding of the World: helping children investigate and think about people and communities, the world and technology.

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

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

Latin is added from Year 6. For all pupils, the core skills of speaking and listening, literacy and numeracy, are central. For younger children this is especially important.

As appropriate, enrichment of the curriculum is provided both during and after the school day. This includes a programme of hobbies such as Art, Computing, and sporting activities. In addition, in the Senior House, opportunities are provided for studying other languages (including Ancient Greek and Arabic). Both drama and musical activities are central to the school's offering. As part of the programme for 'gifted and talented' children, we offer after-school extension classes across the spectrum of academic subjects for boys in Years 7 and 8. In Year 4 there is a daily programme of learning enrichment that includes debating, logic puzzles and general knowledge quizzes.

The school prepares boys for the 13+ Common Entrance examination sat in Year 8, covering the full range of subjects, and for other entry examinations to independent schools, including at scholarship level. These include (in Year 6) St

Paul's, Westminster and City of London; (in Year 7) Highgate and University College School; and (in Year 8) Mill Hill and Merchant Taylors' School.

The school provides a comprehensive programme of personal, social and health education (PSHEE), both through a specific scheme of work and infusion into other subjects, including RE and Science. Pupils are prepared for the opportunities, responsibilities and experiences of adult life through a variety of opportunities including, for example, visiting speakers, assemblies and masses, fund-raising for charities and through the curriculum generally.