



ST ALBAN'S CLASSICAL ACADEMY

Curriculum Policy

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CURRICULUM POLICY

This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies, please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it). This policy should be read in conjunction with the School's Pupil Assessment Procedures, Behaviour Policy, and Complaints Procedure.

1. INTRODUCTION

- 1.1 At St. Alban's Classical Academy, our knowledge-rich curriculum aims to foster the essential habits of mind and heart by nourishing the soul on all that is Good, True and Beautiful, producing wise, educated citizens who thrive in society, through virtuous living. It captures a well-structured framework of planned activities designed to foster excellent learning, personal growth, and development in all our pupils.
- 1.2 We are dedicated to providing every pupil with a comprehensive, well-rounded education that is both broad and relevant, steeped in the heritage of Western thought. Our curriculum ensures continuity and progression, considering the unique individual differences among our pupils. We strive to meet their diverse needs, enabling them to flourish academically, emotionally, and socially.

2. OUR CURRICULUM

- 2.1 Our curriculum offers a rigorous and knowledge-based education that draws upon the rich heritage of classical learning. It is crafted to align with our overarching objective of cultivating independent thinkers who possess a deep appreciation for the great works and ideas found within the Western tradition.
- 2.2 We strive to instil in our pupils a profound respect for the cultural accomplishments of past generations.
- 2.3 Through our curriculum, we engage pupils with the timeless wisdom contained in the Great Books of our civilization. By immersing them in the finest thoughts, words, and deeds of the ages, we aim to enrich their lives and broaden their intellectual horizons.
- 2.4 Our approach equips them with a solid foundation and empowers them to think critically, fostering a lifelong love for learning and an enduring connection to our shared cultural heritage.
- 2.5 Our pupils will be knowledgeable individuals trained in the liberal arts of grammar, logic and rhetoric with the expectation that they will grow to be positive, responsible people who can work cooperatively with others while developing knowledge and skills that enable them to achieve their full potential.
- 2.6 As an independent school, we are not required to follow the National Curriculum. We do recognise, however, the excellence of the National Curriculum in many areas, and we use appropriate resources when we believe them to be in line with our curriculum aims.

3. MEMORIA PRESS

- 3.1 We currently use elements of Memoria Press Classical Core Curriculum and Core Knowledge UK as the basis of our curriculum, but as the school develops, we aim to draw upon what we have found to be the most effective practices to design our own. We find the Memoria Press curriculum to be extremely good at providing a knowledge-based curriculum and feel that daily recitations are a particular strength in helping pupils retain facts.
- 3.2 We also supplement our curriculum in subjects such as History and Geography with materials from Core Knowledge UK. Core Knowledge UK is based on the National Curriculum, although the depth with which it treats some topics is greater and its emphases are at times different. It focuses especially, for example, on *knowledge* – a focus with which we fully concur. We link our topics together to help embed learning and bring lessons to life with practical elements. All subjects within the curriculum will thus be covered appropriately.

4. OUR SCHOOL DAY

- 4.1 A typical school day at St Alban's Classical Academy (from Year One onwards) involves Assembly, Recitation, Christian studies [which often incorporates Personal, Social, Health, and Economic (PSHE) Education and British Values] followed by Maths and English, and then a more flexible afternoon which involves enrichment activities such as Science, P.E, Music, Art, History, Geography and Horticulture. We structure our day as such so we have a good level of academic rigour in the morning followed by more expressive subjects in the afternoon. We find this fosters a love of learning and helps pupils develop a good work ethic.

5. VALUES

- 5.1 Our school curriculum is guided by the core values of Truth, Goodness, and Beauty. These values inspire our pupils to seek truth, pursue goodness, and appreciate the beauty in the world, fostering a sense of purpose and belonging.
- 5.2 As a school grounded in Christian values, we hold dear the Scripture from Deuteronomy 6:47, emphasising the importance of raising children well, guiding them in navigating the world, and promoting love for one's neighbour.
- 5.3 We are committed to providing equal support and guidance to all pupils, regardless of their academic attainment or special educational needs.
- 5.4 We believe that every pupil, regardless of their abilities or needs, can make valuable contributions to the school community, and we nurture them to the best of our ability.

6. AIMS

- 6.1 The aims of our school curriculum are to:
- 6.1.1 Enable all pupils to learn and develop their academic ability so that they achieve their potential at each stage of school life and are well-prepared for the next stage.
- 6.1.2 Enable pupils to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent thinkers and responsible, useful, confident and considerate members of the community.
- 6.1.3 Promote a positive attitude towards learning, so that pupils enjoy coming to school and develop a love of learning.
- 6.1.4 Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to push themselves and take on challenges.
- 6.1.5 Provide all pupils with a safe learning environment.
- 6.1.6 Ensure that each pupil's education demonstrates continuity and progression.
- 6.1.7 Enable pupils to contribute positively within a culturally diverse society.
- 6.1.8 Cultivate an others-centred ethic, looking not only to their own interests, but to the interests of others (Philippians 2:4), according their neighbours with kindness, respect and dignity.
- 6.1.9 Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- 6.1.10 Help pupils develop respect for authority, for others—especially those who are different from themselves—and for the world around them.

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7. PRIMARY YEARS CURRICULUM

- 7.1 From Year One onwards, the scope of pupils' study is taught in subjects. The subjects within the curriculum are:
- 7.1.1 English (sometimes referred to as Language and Literature),
- 7.1.2 Mathematics,
- 7.1.3 Science,
- 7.1.4 History,
- 7.1.5 Geography,
- 7.1.6 Divinity,
- 7.1.7 Visual Arts,

- 7.1.8 Music,
- 7.1.9 Horticulture,
- 7.1.10 Physical Education,
- 7.1.11 Information Technology, and
- 7.1.12 Spiritual, Moral, Social and Cultural (SMSC).
- 7.1.13 (Latin will be introduced from Year Two onwards.)
- 7.2 Through the curriculum, we aim to equip our pupils with the knowledge, skills and attitudes, which will enable them to:
 - 7.2.1 Be creative, imaginative thinkers.
 - 7.2.2 Be problem solvers.
 - 7.2.3 Be unafraid of making mistakes.
 - 7.2.4 Challenge themselves to do even better.
 - 7.2.5 Be enquiring and able to ask good questions.
 - 7.2.6 Understand their own and others' emotions and feelings.
 - 7.2.7 Form their own views and be able to articulate them.
 - 7.2.8 Be wholly respectful towards others who are different and/or have different views.
 - 7.2.9 Possess a wide and deep knowledge of the "grammar" of the subjects they study.
 - 7.2.10 Become avid readers.
 - 7.2.11 Have a sound knowledge of what it means to be British and the diverse nature of modern Britain.
 - 7.2.12 Avoid being taken in by spurious arguments.
 - 7.2.13 Be able to act appropriately in a range of "risky" situations.
 - 7.2.14 Develop confidence.
 - 7.2.15 Develop a good sense of humour and a sense of perspective.
 - 7.2.16 Work as part of a team where necessary.
 - 7.2.17 Be aware of how to live a healthy lifestyle.
 - 7.2.18 Enjoy positive relationships with others.
 - 7.2.19 Know the difference between right and wrong.
 - 7.2.20 Know how to care for the environment.
- 7.3 The above is not an exhaustive checklist but sets out our priorities for our pupils' academic, personal and social development.

8. ORGANISATION AND PLANNING

- 8.1 We take great care to plan our curriculum carefully so that there is coherence and progression at every stage.
- 8.2 Currently, we create long-term plans for each year group, which indicates which topics are to be taught in each term, and to which groups of pupils.
- 8.3 These plans are drawn up for the whole year but the class teachers, with leadership support, review them as a team each term, making changes and promoting best practice at all times.
- 8.4 As the school is developing, we are reviewing our long-term plans on an annual basis.
- 8.5 Maths and English are taught every morning.
- 8.6 Afternoon sessions (from Year One onwards), as described above, typically involve enrichment subjects. This covers a wide range of subjects to offer a broad and balanced curriculum and help pupils grasp concepts in an engaging way.
- 8.7 We recognise that classes consist of pupils with a range of different needs, skills and personalities and, in order to teach effectively and for all pupils to make good progress, class teachers must take this into account. Therefore, our plans and schemes of work for each year group work to provide a benchmark for age-related expectations but it is within the role and responsibilities of class teachers to adapt their planning and teaching to meet the needs of all pupils through avenues such as differentiation, level of adult involvement/support, challenge to stretch, etc. Assessments should actively inform class teachers' planning in this regard.

9. ASSESSMENT

- 9.1 At St Alban's Classical Academy, we believe that accurate assessment is the basis of high-quality teaching as it allows teaching and learning to be planned and delivered appropriately to meet the needs of pupils so that all are supported and stretched in the most effective way, enabling them to make good progress and reach their very best potential.
- 9.2 From Year One onwards, assessment is carried out in line with our Assessment Procedure Policy. Progress in subjects is assessed as an on-going practice and is formally assessed at the end of each year. Each subject will be included in reports given to parents twice a year.

10. CURRICULUM MONITORING AND REVIEW

- 10.1 Evaluation is essential for the planning and development of the curriculum.
- 10.2 The Headteacher is responsible for the overall school curriculum.
- 10.3 The Headteacher, along with the Deputy Director, monitors planning, is part of "Work Scrutinies" and moderations, Pupil Performance Meetings, and carries out regular learning walks in order to support teachers as they deliver their plans and develop their knowledge and expertise.
- 10.4 The Leadership places the quality of teaching at the very top of its list of priorities and they actively and formally review the curriculum, its delivery and its effectiveness at least annually.
- 10.5 That process is undertaken by Dr Rev. Felipe Sediles, the Managing Director, and Mrs. Lillian Sediles, Deputy Director of St Alban's Classical Academy.