

Curriculum Policy

(see also Grangewood Special Educational Needs & Disability, Local Offer and EYFS Policies)

1 Introduction

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum and the EYFS Framework (2017), but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We believe the curriculum should provide for each child to experience for themselves the excitement and stimulation of discovery in education so that they can be motivated into even higher areas of learning. We therefore, place a heavy emphasis on educational visits to museums, galleries, field study centres, places of interest and outdoor learning. We seek the highest standards of attainment for all our children and value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

Many of our children are expected to pass entrance examinations to other independent fee-paying schools and Grammar schools in Year 6. The curriculum therefore reflects a strong emphasis on numeracy and literacy and the development of generating attitudes, which focus thoughtfully and independently on a task.

Each school day begins with an assembly. This is an important time when the whole school can share together as a community. We use the time to teach the children biblical truths and how they can apply such truths in their own lives. We believe that the teaching of biblical truths will enable children to grow and develop in their understanding of how to live in harmony with others, and how to deal successfully with disappointment and conflict. This will prepare and enable the children to become resilient, caring, confident, mature young adults.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling, successful lives.

2.2 The School's educational provision contains values, which mirror Christian Truths and are in accordance with the articles of faith. We promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. We maintain that the principles of FAITH, GROWTH, INDUSTRY, DISCIPLINE and CARE should be promoted in every pupil.

These are the main values upon which we have based our curriculum:

We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.

We value the spiritual and moral development of each child and promote a **faith** in God, which will equip them emotionally, spiritually, and socially to face all life's challenges.

We value the intellectual and physical **growth** of each child and foster in them a growing acceptance of responsibility and increasing participation in leadership roles.

We value **industry** and provide a curriculum to challenge and promote academic achievement as well as creative and physical prowess.

We value attitudes of **care**, consideration and tolerance for all; and seek to teach Christian values in support of family stability and the development of confidence and self esteem in each of our pupils.

We value **discipline** and the right of every child to feel safe, comfortable and free to achieve the highest levels of success in each of the many facets of school life.

We value each child in their own right and we treat them with fairness and honesty. We want to enable each child to be successful, and we provide **equal opportunities** for all our pupils.

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.

We value our environment and the society in which we live, and we want to teach our pupils, through our curriculum, how we should take part in decision making through **democratic processes**, observe **the rule of law**, appreciate and **celebrate diversity** and **take care of the world**, not only for ourselves, but also for future generations.

3 Aims

3.1 The aims of our school curriculum are:

- To show children by teaching and by example that the Bible presents a Christian perspective applicable to the whole of life.
- To encourage attitudes of love, tolerance, understanding and care for one another which includes a respect for people of other religions and ways of life, and a concern for people in the locality, in the nation and in the wider world.
- To provide pastoral care for the children and their families.
- To promote individual liberty by teaching the children habits of good behaviour involving self-discipline, attentive listening, the development of a respect and sensitivity for others and the learning and holding of moral values.
- To enable children to develop lively, enquiring minds and the ability to question and argue rationally through interpreting evidence, drawing and questioning conclusions and solving problems.
- To teach children to observe and develop a care for living things.
- To help children to use language effectively by communicating clearly and confidently in speech and in writing in ways appropriate for various occasions and purposes.

- To enable children to read fluently and accurately with understanding and feeling in a carefully monitored programme that allows children to read widely and with discrimination.
- To enable children to develop a clear and good style of handwriting.
- To enable children to understand mathematical skills and to be able to use these skills effectively in the development of ongoing projects involving other areas of the curriculum.
- To enable children to master basic scientific ideas and skills and to use these effectively in investigative activities.
- To enable children in their enquiries to acquire information from various sources and to record information and results in various ways.
- To teach children to be aware of the geographical, historical and social aspects of the local environment and to develop a care for that environment.
- To teach children to be aware of the national heritage (including fundamental British values) and to appreciate human achievement and aspirations.
- To help children to understand the world in which they live and the interdependence of individuals, groups and nations.
- To enable children to develop interests and talents within the context of a wide and balanced curriculum (a love of learning).
- To develop confidence in handling tools and materials in several forms of art and craft as a means of expression.
- To enable children to appreciate and take part in drama and in music, both orally and through the use of instruments and equipment.
- To enable children to develop agility and physical co-ordination, confidence in and through physical activity and the ability to express feeling through movement.
- To create a school environment that, by its excellence, inspires and promotes learning.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on a bi-annual basis.

4.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Literacy and Numeracy are taught on a pedagogy and culture of personalised teaching and learning to provide individual students with the opportunity to develop their abilities to their maximum potential, planning is highly differentiated and dictated by each students' 'level' of learning and not by their age.

4.3 For literacy we take our medium-term planning directly from the National Literacy guidance documents and the 2014 National Curriculum guidance for the teaching of English at KS1 and KS2.

4.4 For numeracy we have used the National Numeracy Strategy and 2014 National Curriculum guidance for Mathematics to develop our own medium-term planning supported by **Inspire Maths** (a primary maths programme that presents a mastery approach to teaching and learning mathematics, and meets the higher expectations of the National Curriculum) in KS1 and Y3, and the **Independent Schools Examinations Board** (ISEB – a scheme developed for pupils working towards Common Entrance and 11+ exams) for pupils in Y4 and upper KS2. Both of these schemes are further supplemented where appropriate by the **Heinemann Mathematics** programme, which provides guidance for much of our medium-term planning in Early Years Foundation Stage (EYFS).

4.5 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

4.6 **In the Early Years (EYFS)**, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the EYFS Framework (revised 2017) and early learning goals, and planned progression in all of the seven areas of learning and development (three prime and four specific). Within the curriculum planning there is created space for flexibility to plan topics around children's current interests and input from parents.

In our Nursery Class (2-year-olds) there is a greater weighting on the three prime areas which are considered the foundation for all learning.

Our plans are developed to ensure that the provision offered enables children to demonstrate the quality of the Characteristics of Effective Learning: Playing and exploring (pupils investigate and experience things through a child-centred approach); Active learning (pupils concentrate and enjoy achievements, they are encouraged to keep on trying if they encounter difficulties and all attempts are celebrated); Creating and thinking critically (pupils are encouraged to develop their own ideas, make links between ideas and come up with strategies for doing things through problem-solving activities).

Each area of learning is implemented through a combination of structured, more formal sessions and planned, purposeful play; creating an appropriate balance between child-initiated and adult-led learning and development opportunities. Learning takes place both indoors and outdoors, and covers all the required areas of learning and development.

Throughout the curriculum offered in Early Years there are planned opportunities for parents to participate and support their child's learning at school, as well as at home.

All our children are provided with quality reading, writing and numeracy experiences; and are supported towards becoming independent readers, early writers and emerging mathematicians (pupils confident in understanding and handling number, shape and measure).

4.7 **In Key Stage 1 and Key Stage 2** we teach the foundation subjects separately. This means that, for example, a child may concentrate in one half term on a history topic, then switch to a greater emphasis on geography in the second half of term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum topics. Where composite classes exist, a two-year cycle is planned to facilitate full coverage of the curriculum without repetition.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all students who attend. If it becomes necessary to modify access to the curriculum, in order to better meet the needs of an identified student(s), this will only be done after consultation with their parents/carers.

5.2 If students have been assessed and diagnosed as having special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice (2014). If a child displays signs of having learning difficulties, then his/her teacher makes an initial assessment of difficulties. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation and planned differentiation. If a child's need is more severe or specific, we discuss with the parents/carers the involvement of appropriate external agencies in making an assessment and the provision of additional resources, early help and support for the child within the budgetary restraints of the school (see Grangewood Special Educational Needs & Disability Policy).

5.3 An Individual Educational Plan (IEP), which employs a small-steps approach, features significantly in the SEN Support that we offer at Grangewood. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 The Early Years Foundation Stage

6.1 The curriculum that we teach in our Early Years department meets the requirements detailed in the EYFS Framework, which sets standards for the learning, development and care of children from birth to 5 years old. The EYFS framework supports an integrated approach to early learning and care. It gives a set of common principles and commitments to deliver quality early education and childcare experiences to all children. Our curriculum planning focuses on the 17 Early Learning Goals (ELGs), as set out in EYFS documents, and on developing children's skills and experiences through their learning journey.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in EYFS builds on prior learning and experiences. We do all we can to build positive partnerships and share expertise with local children centres, nurseries and other pre-school providers in the area, particularly through our Early Years Hub and contacts during transfer of records and pre-admission visits.

6.3 It is a statutory requirement that all children's progress is reported on when they are aged between two and three years. Parents of children in our Nursery Class (2 to 3 year-olds) receive a short written summary of their child's development progress within the three prime areas. This progress check identifies the child's strengths, and any areas where the child's progress needs specific support. If there are any significant emerging concerns, or any identified special educational need or disability, a targeted plan will be developed in liaison with parents/carers, to support future learning and progress (see *Grangewood Early Years Policy and Local Offer Policy*).

6.4 Each term in the Pre-Reception and Reception classes the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child. This is preceded by a Baseline Assessment on entry. Colour coding is used to indicate progress and achievement, and supports planning for next steps.

6.5 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We have established positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Parents/carers have free access to information about their child and utilise the school's open door policy.

6.6 Two-way communication between Home and School is further enhanced and fostered through a pre-admission Home-visit and our Key Person Policy (see *Grangewood Key Person Policy*).

6.7 Areas of Learning

Prime Areas of Learning:

Personal, Social and Emotional Development

Physical Development

Communication and Language

Specific Areas of Learning:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

In our curriculum planning we ensure a firm, foundational, persistent grounding in the Prime Areas of Learning and balanced coverage of all of the Specific Areas of Learning across all three EYFS classes. All Pre-Reception and Reception pupils participate in French lessons.

7 The role of the subject co-ordinator

7.1 The role of the subject co-ordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject;
- review the way the subject is taught (through policy review and monitoring);
- discuss planning for improvement with links to whole school development at staff meetings/INSET

7.2 As a small school the role of the subject co-ordinator is often shared. The position of the subject co-ordinator is filled according to individual strength in subject knowledge and interest shown by currently employed teaching staff. Where possible an attempt is made to have two coordinators for each subject, with one taking the lead role. Expertise on the staff is used wherever possible to the benefit of all. We review our curriculum plans for each subject to ensure there is full coverage of the National Curriculum and the school's successful approaches, and see that schemes of work remain relevant with progression, depth and mastery planned in.

8 Monitoring and review

8.1 Our governing body is responsible for monitoring the way the school curriculum is implemented. It reviews each subject area during its bi-annual cycle of review, development and regular learning walks.

8.2 The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum or EYFS Framework, with provision for challenge and extension, (and where appropriate, eleven plus preparation); and that all lessons have appropriate learning objectives.

8.3 Subject co-ordinators (wherever possible) monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

8.4 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Signed: _____ (*Chair of Governors*)

Date: