



CURRICULUM POLICY

Introduction

The 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 National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden curriculum' or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

- i) Our school curriculum is underpinned by the Christian values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- ii) Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbooks for Primary and Secondary Teachers in England. These are the main values of our school, upon which we have based our curriculum:
 - We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the pupils in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and Objectives

The aims of our school curriculum are:

- 1 to enable all pupils to learn and develop their skills to the best of their ability;
- 2 to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- 3 to teach pupils the basic skills of literacy, numeracy and information technology (IT);
- 4 to enable pupils to be creative and to develop their own thinking;
- 5 to teach pupils about their developing world, including how their environment and society have changed over time;
- 6 to help pupils understand Britain's cultural heritage;
- 7 to enable pupils to be positive citizens in society;
- 8 to fulfil the requirements of the National Curriculum and those of the Common Entrance examination for Senior Independent Schools;
- 9 to teach pupils to have an awareness of their own spiritual development, within a clear Christian ethos, and to understand right from wrong;
- 10 to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- 11 to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

- i) We plan our curriculum in three phases. We agree a long-term plan incorporating National Curriculum material and that required for Common Entrance. This is reviewed as changes occur in these documents.
- ii) In our medium-term plans, we give clear guidance term by term, year group specific, on the objectives and teaching strategies that we use when teaching each topic. Where we have felt it helpful we have adopted the national schemes of work produced by QCA and used those guidelines in planning. Numeracy and Literacy strategies have been incorporated into our curriculum as appropriate.
- iii) 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.
- iv) In the EYFS and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence

and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

- v) At Key Stage 2 the curriculum at our school places a greater emphasis on subject teaching and planning incorporates the demands of Senior Independent Schools both at 11 and 13 years.

Pupils with special needs

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. For pupils with a special need, we attempt to meet this within our Special Needs Policy.

The Early Years Foundation Stage

- i) The curriculum that we teach in the Nursery and Reception class meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the six areas of learning and on developing pupils' skills and experiences, as set out in this document.
- ii) Our school fully supports the principle that young pupils learn through play and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the pupils in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.
- iii) During the pupil's first term in the Reception class, their teacher makes an assessment to record the skills of each child on entry to the school. (PIPS, - Performance Indicators in Primary Schools). This assessment forms an important part of the future curriculum planning for each child. At the end of the summer term a further assessment is made so that progress can be monitored (PIPS and Profile Booklet).
- iv) We are well aware that all the pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the pupils are being taught and how well each child is progressing.

Key skills

- i) The following skills have been deemed 'key skills' in the revised National Curriculum:
- communication;
 - application of number;
 - information technology;
 - working with others;
 - improving own learning and performance;

- problem-solving.
- ii) In our curriculum planning we highlight these skills, so that the pupil's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all pupils need to make good progress in these skill areas in order to develop to their true potential.

Curriculum Booklets

Every term, curriculum information is given to parents for each year group with details on the content of the curriculum to be followed in each subject. The content for these booklets needs to be given to the Director of Studies prior to the end of each term so that the booklets can be distributed to the parents in advance. An example of a curriculum booklet is in the appendix.

Curriculum Management

The Headmaster is responsible for the management of the curriculum assisted by the Director of Studies. The day to day running of the curriculum is managed by the Heads of the various departments.

