

THE GLEDDINGS PREPARATORY SCHOOL

Curriculum Policy

This policy applies to all pupils in school, including Early Years Foundation Stage.

This policy takes account of the following documents and guidance:-

- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards Regulatory Requirements April 2015
- Every Child Matters 2003
- Statutory Framework for the Early Years Foundation Stage September 2014
- Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils - Version 2 - February 2013

Policies to be read in conjunction with this policy:

ALL SUBJECT POLICIES and

- Assessment Reporting and Recording
- Complaints
- Early Years Foundation Stage
- English as an Additional Language
- Equal Opportunities
- Health and Safety (including Out of School Activities and Visits)
- Higher Ability Pupils
- Homework
- Library
- Marking
- Partnership with Parents
- Risk Assessments
- Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Spiritual, Moral, Social and Cultural
- Teaching and Learning

1. INTRODUCTION

Through a broad and balanced curriculum (within and outside of core hours) we will provide all our pupils with equal opportunities to develop intellectually, personally, physically, socially, morally, spiritually and culturally and in so doing we will encourage them to **Think!**

2. AIMS

1. To provide full time education for our pupils which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
1. Linguistic Education (please refer to the English Policy for details)	<ul style="list-style-type: none"> • communication skills (speaking, listening, reading and writing) • command of own language (speaking, listening, reading and writing) • reading with fluency, understanding, feeling, enjoyment and for different purposes • writing legibly and creatively with a good standard of spelling and punctuation • listening carefully and with understanding • developing research and enquiry skills and recording information • skills in the languages spoken by others i.e. French and Mandarin 	<u>EYFS - Communication and Language</u> Nursery - daily within Integrated Activities. Lower I - daily, discrete lesson <u>Key Stage 1</u> At least one hour daily. <u>Key Stage 2</u> At least 5 hours a week. From September 2014 the school day has been extended to include Language Time. 1:1 reading takes place before and after school and in all break times.	The teaching teams* for all classes deliver language and literacy with additional support where needed from the SENCo and specialists. The support teams hear 1:1 readers in addition to the teaching teams.	<u>Reading</u> Read Write Inc, Oxford Reading Tree and Collins Big Cat. <u>EYFS</u> Internally planned <u>Key Stage 1 and 2</u> Collins Focus Grammar and Punctuation. Collins Primary Literacy. A wide and varied range of texts and poems. Curriculum 2014 guidelines and beyond. RWI Ruth Miskin scheme LI-FIII.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> NFER/GL Reading Test from Year 1. Writing Progression levelling from Lower I. Phonic screening check. RWI phonic assessment. Class assessment in Form I (end of year). Skills assessment FI-UIV National Tests (marked internally) Years 2-5 and externally Year 6 (from 2014 Year 6 will be marked internally). Monitoring by English Subject Leader. End of Year GL progress in English assessment.
French and Mandarin (please refer to the Mandarin and French policies for details)	<ul style="list-style-type: none"> • to understand and respond to spoken and written language from a variety of sources • to begin to write at varying length using the grammatical structures learned • to take part in drama and singing and to perform for an audience • to continually improve pronunciation and intonation • to begin to develop an understanding of French and Chinese culture 	<u>Mandarin</u> <u>Key Stage 1</u> Discrete lesson 40 minutes per week <u>Key Stage 2</u> Discrete lesson 30 minutes per week <u>French</u> <u>Key Stage 1</u> Form II - Discrete lesson 30 minutes per week <u>Key Stage 2</u> Discrete lesson 30 minutes per week	Specialist teacher	A wide range of commercial schemes. (See Resources Section of Subject Leader files) Schemes of work created by French and Mandarin teachers.	<u>Mandarin</u> Skills based assessment <u>French</u> The Languages Ladder

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
2. Mathematical Education (please refer to the Mathematics Policy for details)	<ul style="list-style-type: none"> • oral and written calculations • computational skills with speed and accuracy • mathematical concepts and language • shape recognition and understanding • spatial awareness • number pattern recognition • accuracy measures • problem solving, handling data, thinking logically and analytically • practical application, exploration and discussion • application of mathematics in the world in which we live 	<u>EYFS - Mathematics</u> Daily within Integrated Activities. <u>Key Stage 1</u> At least 1 hour daily in discrete lesson. <u>Key Stage 2</u> At least 5 hours a week in discrete lessons.	The teaching teams* for all classes deliver numeracy with additional support when needed from the SENCo and specialists.	<u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Collins Primary Maths. On Target Maths. Target Maths. Rising Stars. Picture Maths. Schofield & Sims Mental Maths. Schofield & Sims Problem Solving. Schofield & Sims Times Tables. Rising Stars. MyMaths. Curriculum 2014 guidelines and beyond.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> End of unit Rising Stars Assessments. Class assessment Form I (end of year). Skills assessment FI-UIV. National Tests marked internally Years 2-5, externally Year 6 (from 2014 Year 6 will be marked internally). Monitoring by Numeracy Subject Leader. End of year GL Progress in Maths Assessment.
3. Scientific Education (please refer to the Science Policy for details)	<ul style="list-style-type: none"> • knowledge and understanding of nature, the environment, materials and forces • basic scientific ideas and methods • skills associated with science as a process of enquiry • the meaning of a fair test • observation, exploration, hypothesising and experimenting • recording and classifying information in a variety of ways • investigating solutions • interpreting evidence • analysing and solving problems 	<u>EYFS - Understanding the World</u> Within Integrated Activities. <u>Key Stage 1</u> 1-1½ hours a week. <u>Key Stage 2</u> Years 3-5 1½ hours a week. Year 6 2 hours a week. To extend to 2 hours KS2 2014.	Specialist teachers deliver to all classes in a team model of 2 partner teachers or 1 specialist with the class teacher. EYFS taught by class teacher	<u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Snap Science and Tig Tag form the main part of the scheme. National Curriculum 2014 guidelines are followed.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Rising Stars Assessment 3x per topic Teacher assessment against Curriculum 2014 statements

*Teaching teams - class teachers, teachers in support, graduates in support and support assistants

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
<p>4. Technological Education</p>	<ul style="list-style-type: none"> developing, planning and communicating ideas storing and retrieving information working with tools, equipment, materials and components to produce good quality products evaluating, adapting and amending processes and products 	<p><u>EYFS - Understanding the World</u> Computing within Integrated Activities. DT within Integrated Activities. <u>Key Stage 1</u> Computing embedded in all subjects and in a discrete lesson fortnightly (1hr). DT - 1 term Cookery (1 hour per week), 2 terms Design Technology (1 hour per week). <u>Key Stage 2</u> Computing embedded in all subjects and in a discrete lesson 1 hour fortnightly. One term each (1 hour per week) Cookery, Ceramics and Carpentry/ Joinery.</p>	<p><u>Computing</u> By all staff EYFS, KS1, KS2 and by the specialist IT teacher in the IT suite and within classes. <u>DT</u> By all class teachers and by specialist cookery teacher, ceramics teacher and carpentry and textile teacher.</p>	<p><u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Switched On ICT and internally planned scheme. DT schemes developed from QCA but customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.</p>	<p><u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessment For Learning rubrics based on knowledge, skill and understanding (pupil and teacher rubrics). Monitoring by Computing and DT Subject Leaders.</p>
<p>5. Human and Social Education (please refer to History, Geography, RE, PSHEE and SMSC Policies)</p>	<ul style="list-style-type: none"> developing a sense of time developing a sense of place considering the lives of other people understanding how human activity has influenced events and conditions in the past and the present and how it may do so in the future developing a sense of self and sensitive to others sensitivity acquiring moral values developing an awareness of own culture and multi cultural issues promoting tolerance staying safe and being healthy 	<p><u>EYFS - Understanding the World</u> <u>PSED</u> Within Integrated Activities <u>Key Stage 1</u> History, Geography, RE all delivered within Humanities 2 hours per week plus Assembly time for RE. <u>Key Stage 2</u> History, Geography, RE all delivered within Humanities 2 hours per week plus Assembly time for RE, PSHEE and SMSC. See 8</p>	<p>By class teachers and specialists. RE/PSHEE/ SMSC delivered by a specialist teacher and the Headteacher.</p>	<p><u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Long Term Plans based on Curriculum 2014 customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.</p>	<p><u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessment For Learning based on knowledge, skill and understanding. Monitoring by History, Geography, RE, PSHEE (inc SMSC) Subject Leader.</p>

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
6. Physical Education (please refer to Physical Education Policy)	<ul style="list-style-type: none"> developing physical control and co-ordination of mind and body understanding the importance of leading a healthy life style appreciating the positive impact of exercise on the human body sports and tactical skills and responses expressing feelings and creativity through dance co-operative and collaborative team work 	<u>EYFS - Physical</u> Discreet PE and Music and Movement lessons weekly and physical activity within Integrated Activities. <u>Key Stage 1</u> 2 hours per week plus extra curricular sports. <u>Key Stage 2</u> 2 hours per week plus extra curricular sports.	Specialist teachers for swimming, PE, dance and all sports	<u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Originated from QCA but adjusted and customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessment For Learning rubrics based on knowledge, skill and understanding (pupil and teacher rubrics). Monitoring by PE Subject Leader.
7. Aesthetic and Creative (please refer to Art and Design, Music, English, Physical Education and DT Policies)	<ul style="list-style-type: none"> developing imagination and generating ideas listening to, composing and making music developing ideas and writing creatively through story writing, literature and drama understanding art and artists and practising the techniques creating models and objects using a wide range of materials and processes 	<u>EYFS - Expressive Arts and Design</u> Within Integrated Activities and in discrete music lessons (1 hour per week). <u>Key Stage 1</u> Discrete Art and DT lessons (1 hour per week) and Music lessons (1 hour per week). <u>Key Stage 2</u> As Key Stage 1.	Specialist teachers for Art, DT, Music and PE. Teaching teams for Literacy.	<u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Originated from QCA but adjusted and customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessment For Learning based on knowledge, skill and understanding. Monitoring by Art and Design, Music, English, DT and PE Subject Leaders.
8. Spiritual, Moral, Social, Cultural, Personal, Health and Economic Education (please refer to SMSC, the PSHEE and RE Policies and guidelines) Developed in all learning with a particular focus in PSHEE and RE.	<ul style="list-style-type: none"> developing a sense of self worth and inner happiness exploring own inner thoughts and feelings appreciating the values of society (own and other) understanding and tolerating the beliefs of others promoting community cohesion within the DIFFERENT IS GOOD ethos 	<u>EYFS - PSED</u> Within Integrated Activities and Assembly time. <u>Key Stage 1</u> Weekly in a discrete lesson (40 minutes) and in Assembly time and all teaching and learning. <u>Key Stage 2</u> Weekly in a discrete lesson (1 hour) and in Assembly time and all teaching and learning.	<u>EYFS</u> Understanding the World Nursery and Lower I team <u>Key Stage 1</u> Class teachers, specialist teachers and Headteacher. <u>Key Stage 2</u> Class teachers, specialist teacher and Headteacher.	<u>EYFS</u> Planned internally and by Head. <u>Key Stage 1 and 2</u> A literacy based scheme Smart Learning and planned by Head in line with improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessed against YOU CHOOSE criteria by class teachers specialists and the Head and the PSHEE skills assessment sheets.

2. To plan and provide subject matter for the age and aptitude of the children taking account of prior attainment and including those children with a statement
 - see Aim 1
 - all teaching forms part of an ASSESS-PLAN-TEACH-ASSESS cycle
 - achievement in core skills is mapped against cognitive ability
3. To ensure that all children acquire speaking, listening, literacy and numeracy skills
 - see English and Mathematics policies and Long Term Plans for details
4. To provide personal, social and health education which reflects the schools aims and purposes
 - through a taught programme (see scheme of work)
 - see Aim 1(8) for teaching time
 - monitored informally by class teachers, teaching teams, specialists and Head and reported formally as part of the school YOU CHOOSE ethos on all formal reports to parents
5. To use information derived from effective assessment to provide all children with the opportunity to learning and make progress in all areas of the curriculum
 - all teaching and learning is driven by EVERY CHILD A LEARNER EVERY LESSON
 - all curriculum plans are adjusted to meet every learners' individual needs
 - assessment drives all teaching and detailed information of achievement as compared with innate ability guides intervention in terms of additional support and challenge for the more able
6. To help prepare pupils for the opportunities, responsibilities and experiences for adult life in British Society
 - through all PSHEE, SMSC, teaching and learning
 - through community action to help others in the locality and beyond
 - through a customised Fit for Life programme in Year 6
 - through a GO TO WORK UIV experience of the world of work
 - through the Gleddings ethos of 'otherness'
7. To promote the spiritual, moral, social and cultural development of the children
 - through a scheme prepared to deliver a holistic approach to PSHEE, SMSC and RE (see also Aim 1(8))
8. To promote a learning culture and habitat based on responsible and appropriate behaviour
 - YOU CHOOSE and DIFFERENT IS GOOD are central to creating an environment where self discipline and tolerance drive good behaviour
9. **Think!** to develop thinking skills throughout all areas of the curriculum to promote both lower order (analysis, synthesis and evaluation) thinking skills
 - using all areas of the curriculum to encourage the maximum development of remembering, understanding and applying and the higher order meta-cognition of developing the skills to analyse, evaluate and create
 - through MemPro to develop working memory
 - using verbal and non-verbal processes to develop reasoning

10. To provide a programme activities for pupils below compulsory school age appropriate to their educational needs in relating to personal, social, emotional and physical development and communication and language skills
- through the EYFS programme based on the aspects of:
 - making relationships
 - self confidence and self awareness
 - managing feelings and behaviour
 - listening and attention
 - understanding
 - speaking
 - moving and handling
 - health and self care

Underpinning all that we teach will be the requirement to

Think!

with an emphasis on

YOU CHOOSE

by creating learners who can solve problems (Think!) and who make good choices (YOU CHOOSE).

We will

- achieve the best possible progress and attainment for all pupils
- promote enjoyment and life long commitment to learning
- engender creativity
- develop collaborative and independent learning
- prepare pupils for the opportunities, responsibilities and experiences for learning post 11 and the world of work

3. CURRICULUM ORGANISATION

The curriculum is taught in 3 stages

EYFS

Our educational programme is based on the seven areas of learning and development covered by the Development Matters Stages and Early Learning Goals. Children acquire skills across these areas in a cross curricular way. None of the areas of learning is delivered in isolation.

Think!

All curriculum areas at all 3 stages will incorporate learning material that provides the widest range of opportunities to promote lower and higher order thinking skills.

4. PLANNING

To ensure continuity, progression and sufficient depth in the teaching of the seven areas of learning in EYFS and all subjects in KS1 and KS2 we adopt an ASSESS - PLAN - TEACH - ASSESS cycle.

Units of work are planned in accordance with National Curriculum and EYFS Statutory Framework guidelines.

Long Term Planning (EYFS, KS1, KS2)

- provides a framework identifying the topics or units of work for each curriculum area for each half term.
- available for staff
 - eHandbooks
 - website
 - displayed in Resources Room
- available for parents
 - website
 - issued annually
 - displayed in Meeting Room

Medium Term Planning

- details units of study, learning objectives, lesson details and assessment mapping and are produced termly for all subjects
- available for staff
 - own subject files
 - subject leaders' files
 - Headteacher monitoring file

Short Term Planning

- for English and Mathematics detailed learning objectives, teaching points, differentiated group activities, starters, challenges, support, vocabulary, resources, target work and personalised learning for each day
- for other subjects learning objectives and lesson details are to be found on medium term plans
- English and Mathematics plans are held centrally to be monitored by Headteacher and also in individual teacher files

5. EVERY CHILD A LEARNER EVERY LESSON

(meeting the needs of all pupils to ensure success and challenge for all abilities and backgrounds)

Children of all abilities will be provided with opportunities to develop their skills, knowledge and understanding. Planned progression incorporated into the scheme of work will ensure that all children are increasingly challenged as they move through school by:

- setting common tasks that are open ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children fully complete all tasks;

- sometimes setting different tasks for different groups;
- using adult support to help further extend the skills the pupils have already grasped, to provide additional assistance and to supervise where needed.

Learning opportunities are provided to match the needs of children with learning difficulties and disabilities including those with a statement/EHC and account is taken of their ILPs when planning lessons. Classroom assistants and specialists provide help and support as necessary.

6. IMPROVEMENT

Curriculum review will constitute a significant part of the whole school annual improvement and development process. Subject Managers will consult with all of their subject teachers to inform this process and each subject will become the annual focus on a rolling programme basis.

7. EQUAL OPPORTUNITIES

The work covered and tasks set will be of an appropriate level for all children within all classes and they will be presented without prejudice, whatever the age, ability, sex or ethnic background of the pupils.

8. EXTRA CURRICULAR ACTIVITIES

In addition to the core hours programme, the curriculum is enhanced by offering an extensive range of extra curricular activities from the Nursery to Year 6. Some of the activities are offered at lunchtimes and others are offered at the end of the school day. There are planned activities available every day of the week. The activities offered can be seasonal such as creative crafts and gardening. Activities offered include: football, cricket, multi sports club, tap and jazz, computer club, netball, ballet, gym, musical theatre, cookery, pottery, textiles, running, tennis, athletics, rounders, short tennis, chess, singing for fun, art master class, fencing, archery, hockey, fun speech and drama, choir, Taekwondo, brass group and Activity Service Challenge (junior level DofE).

9. ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility to lead on curriculum. The EYFS Manager and Subject Leaders ensure coverage, progression and assessment of learning.

Subject Leaders provide a strategic lead and direction in their subject. They advise colleagues who teach their subject and thoroughly evaluate and monitor standards and developments. Subject Leaders maintain and update annually subject files, subject action plans and school improvement information.

Subject Leaders ensure curriculum coverage and quality delivery of every lesson. They are responsible for daily short term plans for literacy and numeracy and lesson objectives and details (incorporated into Medium Term Plans) in all other subjects.

10. TEACHING TIME

In Nursery a minimum of 15 hours.

Lower I, KS1 and KS2 daily from 8.45am until 3.40pm.

Extra curricular activities offered will be monitored and evaluated by the Out of Hours Activities Manager.

This policy was rewritten in November 2014, amended January 2015.

Signed:
Headteacher

Next review date: January 2017