



## NORLAND PLACE SCHOOL

### CURRICULUM POLICY (Whole School)

<b>Reviewed: September 2018</b>	<b>Next Review Date: September 2019</b>
<b>Responsibility: SMT</b>	
<b>Location (s): SMT Drive, Staff Handbook, School Website, Staff Drive, Staff Room Policy Folder</b>	

#### A Broad and Stimulating Curriculum

Our educational remit, in its most narrow definition, is to prepare the pupils thoroughly for academic entrance examinations to their senior schools. We believe that we are preparing pupils not only for their senior schools, but also for the opportunities, responsibilities and experiences of adult life. We regard these school years (from the ages of 4 to 11) as forming the base on which our pupils will build their future education. We therefore aim to give our pupils as broad and as stimulating an education as possible by taking into account the ages, aptitudes and needs of all pupils, including those pupils with an Education and Health and Care plan. To this end, and recognising the children might have talents in a variety of different areas, we give our pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative education, with Art, Music, PE, Computing and French all taught by subject specialist teachers from Reception right through the school. Through all curriculum areas, pupils acquire skills in speaking and listening, literacy and numeracy, and benefit from personal, social and health and economic education, which reflect the school's philosophy and ethos and encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010).

#### Aims

In line with the School Philosophy & Ethos and the School Values, this whole school Curriculum Policy aims to:

- Give all pupils<sup>1</sup> the opportunity to learn and make progress and effectively equip them for the opportunities, responsibilities and experiences of life in British society
- Enable pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in each subject
- Foster a love of learning
- Foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- Develop confident, disciplined and enquiring individuals who take responsibility for their own learning as they become highly productive in individual work and in co-operation with others
- Facilitate a considerate and supportive class dynamic where teamwork and mutual respect are valued
- Provide subject matter appropriate for the ages and aptitudes of all pupils
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- Provide effective preparation of pupils for the opportunities, responsibilities and experiences as they become young adults

**Breadth:** The curriculum is broad as a whole and in the various constituent parts. Throughout this broad curriculum British values, as described by the SMSC Criteria, are reinforced.

**Stimulation:** The delivery of the curriculum sparks endeavour and interest in all pupils. Computing and the Library enhance learning; and well-organised visits outside school broaden pupils' horizons.

**Balance:** The timetable ensures that there is a balance between the following curriculum areas:

- Speaking, Listening and Literacy
- Mathematics and Numeracy

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<sup>1</sup> This includes those with special educational needs or learning difficulties, those for whom English is an additional language, the most able and those with particular gifts or talents.

- Science education
- Arts education (aesthetic and creative)
- Humanities education (human and social)
- Physical education
- Technological education
- Personal, Social, Health and Economic education

Each area is given the time and resources to make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable.

**Relevance:** The learning objectives are appropriate to the ages, aptitudes and needs of all of our pupils (including those with an Education and Health and Care Plan, those for whom English is an additional language, the most able and those with particular gifts and talents) and prepare them for the requirements of the next stage of education and also for the opportunities, responsibilities and experiences of life. Schemes of work include differentiated activities, with focus on both support and extension activities.

**Parity:** All of the curriculum areas are valued equally. As the pupils move through school some components may have a greater weighting, but the importance of each should not be diminished.

**Assessment:** Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning so that all pupils can progress. Formative assessments are made on an ongoing basis in the classroom and each subject has a structured system of summative assessment. Further information about assessment can be found in the Assessment Procedure.

**Homework:** Homework is intended to reinforce work done in lessons and to encourage independent study skills. By gradually increasing the amount given as the children progress through the school, we aim to develop and support their ability to use their initiative and organise themselves. Expectations for length of homework and levels of support required are clearly conveyed to parents by the class teacher at the curriculum meetings in September. Further information about homework can be found in the Homework Procedure.

**ICT/Computing:** ICT provision is delivered through computing specialist lessons and also embedded in all areas of the curriculum, as detailed by our planning. E-safety is an important element of our whole school curriculum (as per E-Safety Policy).

**PSHEE:** We value the benefits of PSHEE and as such, it has its own distinct curriculum time in most year groups. In addition to this, PSHEE is delivered through form time, assemblies, church services, charity/community involvement, outings, class roles and responsibilities and guest speakers. Anti-bullying (including cyber bullying) is tackled during PSHEE lessons and whenever necessary, as detailed by our Anti-Bullying Policy. Sex education and drugs education are taught partly through the science curriculum and partly through PSHEE lessons.

**SMSC:** Aspects of SMSC, as indicated by our Departmental Policies, planning and the Extra-Curricular Audits, are developed in all parts of the curriculum and in extra-curricular activities. Expectations are adjusted to the age and ability of pupils. Norland Place School staff preclude the promotion of partisan political views in the teaching of any subject in the school.

**Trips and outings:** All classes are expected to go on at least one outing each term to complement their learning in the curriculum. Extensive use is made of local facilities such as museums, art galleries, theatres, historical sites and sites of scientific interest. Parts of the curriculum are delivered through residential trips for Year 3B and Years 4-6. All children are expected to attend.

**Special Educational Needs:** The school has a Learning Support Coordinator to help identify and support pupils with learning difficulties (including those with an Education and Health and Care Plan and those for whom English is an additional language).

**Clubs:** Clubs are offered at the end of the school day on Mondays to Thursdays. They offer an opportunity for children to explore some curriculum subjects further and also to experience some activities that are beyond the general curriculum.

**Staff development:** Through the school appraisal system, individual staff training needs are identified and actioned. Subject leaders undertake, through their own professional study and attendance on courses, to keep up to date with developments in their subject area. Feedback from courses attended is shared with colleagues during staff meetings to promote good practice. Staff are invited to share their practice through presentations during INSET days and staff meetings.

## THE LOWER YEARS

### Reception

Norland Place School is exempt from the learning and development requirements of the Early Years Foundation Stage (EYFS). This allows us the freedom to exercise our own professional judgement in implementing the Reception curriculum, in order to extend the range and scope of the provision, to better suit the individual needs of the children at Norland.

The EYFS areas of learning and development still form the basis of the curriculum and are integrated throughout the school day. The curriculum has been tailored to the needs and strengths of the children at Norland, taking the best of the EYFS curriculum alongside specialist teaching, and challenging children at all levels.

The EYFS seven areas of learning and development are:

#### Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

Pupils also receive specialist teaching in music, art, French, computing and PE.

The EYFS has 3 core characteristics for effective teaching and learning and these are integral in our planning and delivery of the curriculum. We recognise that how children learn is as important as what they learn.

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Many children joining Norland will come from nurseries that follow the Foundation Stage curriculum, and related records are requested from the nurseries to better form our understanding of the child.

*See EYFS Policy for further information.*

### Years 1 and 2

A more traditional and formal approach to teaching begins in Year 1. Form teachers are responsible for teaching English, Maths, Science, Topic (History & Geography) and PRE.

Teachers in Years 1 and 2 are expected to plan together to ensure consistent expectations and progression within their year groups.

Team teaching takes place for a number of maths and English lessons each week, and this enables specific provision to be made for different ability groups.

## **THE UPPER YEARS**

In the Upper Years, children are encouraged and expected to develop their independence and personal organisation skills. A suitably rigorous and demanding approach to teaching and learning is adopted with high expectations in all areas. In this challenging environment, children are helped, both to be aware of their strengths, and to develop learning strategies to overcome individual weaknesses.

### **Year 3 Girls**

The syllabus for each academic subject is planned with reference to the National Curriculum and with the requirements of the 11+ Common Entrance, Day School and Scholarship examinations in mind.

### **Year 3 Boys**

During the Autumn Term in Year 3B, the boys are prepared for the January exams for their next schools. The syllabus for each academic subject is planned with the requirements of these exams in mind with additional emphasis and curriculum time given to English, maths and verbal reasoning.

Following the exams, the syllabus reverts to the full broad range of subjects.

### **Years 4, 5 and 6**

The syllabus for each academic subject is planned with reference to the National Curriculum mindful of the requirements of the 11+ Common Entrance, Day School and Scholarship examinations. The curriculum in Years 4, 5 and 6 is, wherever possible, delivered by subject specialists. This assists in providing the depth and sophistication required in each subject at this level, as well as promoting continuity for the children.

Some English and maths lessons are supported by the Learning Enrichment teacher. These provide opportunities to support those in need of reinforcement of concepts, and to extend and develop those who are ready to move onto more challenging work.

### **Monitoring and Evaluation**

The responsibility for the whole-school curriculum in the specific subject areas of this policy lies with the relevant Subject Co-ordinator. This includes producing policies and the planning and monitoring of both the syllabus and schemes of work across the whole school. Each subject co-ordinator is supported by the Associate Head (Curriculum) who oversees the monitoring of the whole curriculum and of this policy. Subject coordinators and the Associate Head (Curriculum) monitor the implementation of this policy through:

- direct observation of lessons
- analysis of responses to parents' and pupils' questionnaires
- analysis of interviews with pupils
- scrutiny of work, records and documentation
- analysis of data, including comparison with national norms, where possible