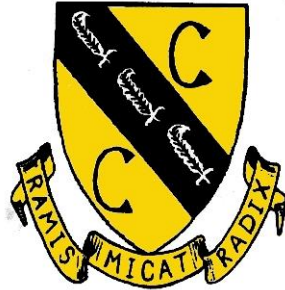


Clarendon Cottage School

Curriculum Policy



Created by P Orechoff (June 2016)
Reviewed by P Orechoff (June 2017)
Reviewed By L Waghorn (January 2018)
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This policy is applicable to the whole school, including the EYFS

Introduction

Clarendon Cottage Prep School aims to provide a broad and balanced curriculum which is accessible by and relevant to all its pupils, and offers all pupils the opportunity to learn and make progress. We offer full-time supervised education for pupils of compulsory school age. The school seeks to give appropriate learning opportunities in all subject areas that are appropriate for the ages, needs and aptitudes of pupils, including those with an EHCP, within the core curriculum, to encourage their personal development in all areas and to adequately prepare them for the opportunities, responsibilities and experiences of life in British Society. We ensure that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The documentation which sets out the curriculum should inform and support these aims. The core English curriculum is followed by all pupils and includes the following statutory skills: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative.

The core curriculum is enhanced by the school's creative curriculum whereby all pupils gain a 'whole-world' understanding of topics through lessons that mix a variety of subjects together and from planning IT, Performing Arts, DT, Art and Food Technology into lessons to create an engaging medium for learning the core subjects.

Linguistic. This area is largely addressed by the core English curriculum which provides for teaching and progression in reading, writing and speaking and listening. The school holds various school productions which enable pupils to develop their spoken language and role playing skills. In addition, music and dramatic activities are used to immerse and engage the pupils in the subject matter and develop the 'whole-world' understanding that is at the route of our creative curriculum. Periodic book weeks, theatre visits, writing and poetry competitions, and handwriting activities are held to provide additional stimulus. Writing skills are also rehearsed across the curriculum. Linguistic skills are further taught and encouraged through the teaching of foreign languages: Spanish from Prep 1 upwards. EAL students are supported in class though they are also expected to integrate into the school by speaking English within school time. The presence of non-English speakers encourages all pupils to see the value of learning a foreign language and the value of their different cultures.

Mathematical. This area is largely addressed by the core Maths curriculum which provides for making calculations, understanding and appreciating relationships and patterns in number and space, developing a capacity to think logically and express thoughts clearly. Mathematical skills are also addressed where appropriate in other areas such as Science, DT, ICT, Computing and Geography.

Scientific. This area is largely addressed by the core science curriculum which covers topics including nature, materials and forces, through the teaching of topics. The development of science skills, such as enquiry, observation, forming hypotheses, conducting experiments and recording findings also form an important part of the science curriculum.

Technological. This area is largely addressed by the core curriculum in ICT, Computing and DT. It is also supported by the science curriculum and is used in all subject areas as part of our creative curriculum. In ICT pupils are taught to use a range of applications including word-processing, DTP and multimedia, modelling, control, Internet and email skills, spreadsheets, databases and CD-ROMs for information. It is further enhanced by the use of I pads throughout all subject areas for the purposes of learning, research, editing multimedia, collaboration and communication.

Computing equips children to use computational thinking and creativity to understand and change the world. Children are taught the principals of coding and algorithms, information, computation, how digital systems work and how to put this knowledge to use through programming.

ICT is recognised as being an important tool across the curriculum and is integrated where appropriate in the teaching of other subjects. DT is taught as part of our thematic topics, and pupils are given the opportunity to use tools and materials of different types, to plan and evaluate their own and others' work and to consider processes and products. Food technology forms an important part of this process.

Human and Social. This area is largely addressed by the core curriculum in History, Geography and RE and also through our creative curriculum where the subject matter may also be used in English, Science and Performing Arts. PHSCE also plays a vital role reflecting the school's aims and ethos. Pupils are encouraged to recognise links within the curriculum so that they can begin to appreciate how human action now and in the past has influenced the planet and its development. Pupils are taken on a variety of trips and meet a number of visiting speakers to develop their awareness of history, the physical environment and religious practices. In more general terms, pupils are taught about issues such as the environment, racism, world poverty, setting and achieving personal goals, living as a community and economic wellbeing. This is done in a variety of ways, specifically through our creative curriculum and also through assemblies and by the influence of the School's culture. At all possible opportunities we promote and encourage Growth Mindset through displays, assembles and rephrasing of children's language, e.g. 'This will do' is replaced with 'Is this my best work?'

PHSCE is taught according to the school's aims and ethos, during one session per week as well as dedicated PHSCE week at the beginning of every half term, and assemblies also form an important medium for discussing PHSCE related issues.

Each class is expected to take an assembly each term, which provides a further focus for PHSCE issues. Teachers act as positive role models for their students.

Across all subjects we teach and promote British Values. Democracy 'theory' is taught in PSHE lessons and the children experience democracy in action during our annual School Council elections. Through assemblies, circle time, class discussions and PSHE lessons the children learn about; the rules of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs. Skills for Economic wellbeing are being developed through focused real life projects involving for example; budgeting, calculating interest and comparison of prices.

RE topics change termly, with every year group studying a different religion to enable a broad understanding of the key aspects of each one, promoting respect and a culture of tolerance and diversity.

Physical. This area is largely addressed by the core curriculum in PE and Games supported by extra-curricular activities, for example in cross-country, football, netball and rugby. PE and Games lessons aim to develop pupils' physical control and coordination, their team skills, tactical ability and ability to evaluate and improve their performances in a wide variety of team and individual sports. Pupils are also taught about the basic principles of fitness and health and are encouraged to adopt a healthy attitude through teaching in food technology and science about diet. From the age of 7, pupils have many opportunities to play competitively against teams from other schools and pupils of all abilities are encouraged to take part

Aesthetic and creative. This area is largely addressed by the core curriculum in Art and Performing Arts, encompassing music and drama, with important contributions from PE, ICT, and English. However, all subjects have a creative aspect and pupils are encouraged to explore and develop their creativity and their individual talents throughout the creative curriculum and in accordance with their skills and abilities. Teachers seek to be aware of the talents of individual pupils and to foster them wherever possible both in formal lessons and in the wider school environment such as during extra-curricular activities and whole school contexts which may include, school productions, concerts, school music groups, art club, competitions etc. All children have the opportunity to learn a musical instrument through additional private lessons, and all junior children have the option of joining the school choir.

Planning

The Head Teacher and class teachers have responsibility for planning the curriculum to ensure that these statutory requirements are met. Individual teachers make some decisions about curriculum content (following long-term plans); making sure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with SEN and those with an EHC plan. Long-term plans give a general outline of the areas to be covered within a term and these are mapped out by term and year so that the structure of the term and the year is clear.

Medium-term plans break the work into more detailed units which plan for specific areas to be covered and the materials, teaching methods and differentiation to be used. These are the main source from which the school curriculum is taught. Teachers also write weekly plans which are checked by the Head Teacher. It is recognised that planning needs to be flexible and is subject to modification to allow for a change in circumstance and also pupils' needs, making sure that all pupils have the opportunity to learn and make progress. Plans may be annotated to allow them to be updated regularly. The Head teacher has responsibility for overseeing this process and ensuring that coverage is balanced and thorough. National Curriculum documents are often used as a basis to inform planning, though teachers should use them as the starting point rather than the ultimate goal. The subjects of History, Geography, Art and D&T are taught through an integrated thematic topic lesson. All staff are encouraged to plan the use of IT, Performing and Creative Arts into the core subject lessons as part of our creative curriculum.

Children with learning difficulties and/or disabilities

The school helps children with identified learning difficulties to access the curriculum. This is done in a variety of ways, including creating intervention groups for specialist teaching and by the teacher/assistant providing in class support and planning for differentiation. Some pupils may have IEPs which give guidance about the support they might need. These are made available to staff to assist them in their planning and teaching. Where children have an EHCP, the recommendations of the document are taken into consideration when planning a suitable education which fulfils its requirements.

Pupils who have exceptional abilities are also recognised as having special educational needs and are given appropriately differentiated work as decided by the teacher supported by the Gifted and Talented coordinator. Pupils may exceptionally be taught out of year group whether to support and reinforce their learning or to maximise their potential by stretching them. Where pupils are out of year group it is recognised that staff need to be aware of any potential issues arising as a result.

Pupils below compulsory school age

The school has an Early Years department, with rising 3s and above. We follow a programme of activities which is appropriate to the children's educational needs in relation to personal, social, emotional and physical development and communication and language skills, namely the 'Early Years Framework (April 2017)' document.

Reviewed January 2018 LW