

# Yarlet School

## Curriculum Policy

### 1 Introduction

- 1.1 The school offers a full time supervised education for pupils. 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 work done in class but also the various extracurricular activities that the school organises in order to enrich pupils' experiences. 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 each other whilst, at the same time, developing their knowledge and skills in order to achieve their true potential.
- 1.2 We endorse the aspirations concerning the curriculum which are set out in the DfE document Excellence and Enjoyment 2003 and we seek the highest standards of attainment for all our pupils. We also 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, practical and useful.

### 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 lives.
- 2.2 Our school is in full agreement with the values statement included in the introduction to the Revised National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, 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 other 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person 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 we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### 3 Aims and objectives

- 3.1 The aims of our school curriculum are:
- to enable all children to learn, and develop their skills, to the best of their ability;

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

## 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 which topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- 4.2 As we refer to the Revised National Literacy and Numeracy Strategies, medium-term planning incorporates some content from the relevant guidance documents. We also refer to the national schemes of work for much of our medium-term planning in the foundation subjects.
- 4.3 Our short-term plans are those that our teachers produce 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.
- 4.4 In EYFS and Key Stage 1, we adopt an element of topic based learning to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals and there is planned progression in all curriculum areas.
- 4.5 In Key Stages 2 and 3 teachers are free to adopt lesson plans and schemes of work that they have devised themselves or they may adopt those of the QCA or base their work on a relevant published source. All pupils study English, Maths, Science (Biology, Chemistry, Physics from year 7 upwards), French, Latin, PSHE, ICT, Humanities (History, Geography, Religious Studies from Form 3), Music, Art and Design Technology. Drama is taught as a discreet subject for Forms 3 – 6. Forms 7 and 8 cover the drama curriculum during club activities scheduled on Wednesday afternoons. Lessons are also available for a wide range of musical instruments.
- 4.6 Subject Leaders monitor medium-term planning to ensure that:
- Learning outcomes and objectives are clear.
  - Learning opportunities and activities planned are likely to lead to the desired outcomes and objectives.
  - The necessary resources are listed or referenced.

- There are a range of activities planned which cater for all learning styles.
- It is clear how learning will be assessed.
- Over time, activities require children to work in pairs or in groups as well as individually.
- There are cross-curricular links, especially to ICT, literacy and numeracy.
- There are activities which require or encourage independent learning.
- Tasks are sufficiently differentiated so that they are accessible to all pupils whilst stretching the most able. There are strategies/activities to support SEND pupils.
- The role of the TA is planned where this is relevant.
- Planning shows that, as children move through the school, term by term and year by year, there is a sensible coverage of subject material and clear progression and continuity. (Without unnecessary repetition, years when there is a sudden jump forwards (or backwards!) or anything else which does not seem to be as effective as it might be.) Subject Leaders should imagine a child moving through the school from Form 1 to Form 8 in their subject, being taught according to the planning they are scrutinising. They should ask 'What would their learning experience be like?' 'How effective do I think it would be?' 'Where might there be improvements?'

- 4.7 Pupils in Pre-Prep have Games lessons at least four times a week; pupils in Main School have Games lessons every day (Monday – Friday). Older pupils have the opportunity to represent the school in a number of sports.
- 4.8 The formal curriculum is supported by a wide range of extra-curricular activities, e.g. ballet, gymnastics, model making, music concerts and drama productions. Regular educational visits include trips to the theatre, art galleries, the Imperial War Museum, skiing, and the annual residential French trip and Spanish exchange.
- 4.9 The working week in Pre-Prep is from 8.40 am – 3.30 pm, Monday – Friday. After-school care is available until 6.00 pm. The working week in Main School is from 8.40 am – 4.30 pm, Monday – Friday. From Monday to Friday an optional prep session is available until 5.30pm. Pupils are then able to stay until 7.00pm in the week, with Boarding available on Wednesday and Thursday evenings. School matches are normally played on Wednesdays.
- 4.10 We are a non-selective school. The maximum class size is 20 pupils from Nursery to Form 8. There is one mixed-ability class in each year all the way through the school. Most pupils go on to Independent Senior Schools. Pupils of high academic ability or with exceptional talents are entered for a range of awards at Senior Schools (eg Academic, Art, Music, Sport and All-Rounder).

## **5 The curriculum and inclusion**

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. Where necessary, adaptations are made to allow all pupils to access the curriculum.
- 5.2 If children have any learning difficulties or disabilities, our school does all it can to meet individual needs and we comply with the requirements set out in the SEN Code of Practice.

If a child displays signs of having learning difficulties or disabilities, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to

provide the resources and educational opportunities that meet the child's needs within normal planning and classroom organisation. It may be necessary to offer additional school based support which may involve working directly with our SENDCO and may involve being taken out of some lessons to receive specialist input. If a child's needs are more severe, we consider the child for a statement of special needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

5.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. 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.

5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children as we are to meeting the needs of all groups of children within our school.

The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities.

For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

## **6 The Early Years Foundation Stage**

6.1 The curriculum that we teach in our Early Years classes meet the requirements set out in the revised National Curriculum at Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

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 the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

6.3 Each term in the reception class, 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.

6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about how the children are being taught and how well each child is progressing.

## **7 Key skills**

7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;

- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving.

7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

## **8 The role of the Head of Main School, Subject leaders and Head of Pre-Prep**

8.1 The role of the Head of Main School, Subject leaders and Head of Pre-Prep 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.

8.2 It is the role of each Subject Leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Leader reviews the curriculum plans for the subject throughout the whole school, ensures that there is full coverage of the curriculum and sees that progression is planned into schemes of work. The Subject Leader also keeps records of past assessment scores and exam results for all pupils so progress and any anomalies can be tracked.

## **9 Monitoring and review**

9.1 Our Governing Body's academic committee is responsible for monitoring the way in which the school curriculum is implemented.

9.2 There is a named governor assigned to special needs, who liaises with the SEND Coordinator and monitors the ways in which special needs are addressed.

9.3 The Headmaster, Head of Main School and Head of Pre-Prep are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the curriculum and that all lessons have appropriate learning objectives.

9.4 Subject Leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching Strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.5 This policy is monitored by the Governing Body and will be reviewed every two years, or before if necessary.

**Signed:**



**Date:** December 2016

**Review date:** December 2018