

West Lodge School Curriculum Policy

Linked policies: Spiritual, Moral, Social and Cultural (SMSC) Policy, including Fundamental British values; Personal, Social, Health and Economic Education (PSHEE) Policy; SEND Policy; Child Protection Policy; English as An Additional (EAL) Policy.

This policy also applies to the Early Years Foundation Stage (EYFS) and before and after school activities.

West Lodge School provides full time supervised education for pupils of compulsory school age (constructed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

1 Introduction

1.1 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 requirements of the National Curriculum and Early Years Foundation Stage (EYFS), but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and how they are expected to behave. We aim for the children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. The curriculum, whilst paying due regard to achieving high standards in English and mathematics, is broad, exciting and challenging;

The curriculum embraces the five outcomes set out in *Every Child Matters* - Stay safe; Be Healthy; Enjoy and achieve; Achieve economic well-being; Make a positive contribution.

This policy takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and 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. This policy takes regard of the Equality Act 2010.

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The curriculum is used to increase pupil's knowledge, skills and understanding as they grow and develop. The curriculum is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning; the curriculum engages the children's interest; encouraging and motivating them to want to learn. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

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 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 diverse 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, co-operation 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 whom 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, so that all pupils have the opportunity to learn and make progress. Subject matter will be appropriate for the ages and aptitudes of pupils including those pupils with an EHC plan.
- 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 acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;

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- to teach children the skills of speaking, listening, literacy, numeracy and computing;
- to teach children about scientific and technological developments
- to give children opportunities to experience a range of physical activities and sports;
- to foster in children self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- to promote a growth mindset and ensure that the children recognise challenge and embrace opportunities to extend their learning;
- 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 promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- 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 co-operatively 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 those topics that are to be taught in each term, and to which groups of children. We review this long-term plan on a regular basis.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our medium-term planning for non-core subjects is often used in relation to National Curriculum (2014) in regards to Key Stage One and Two. Teachers are given flexibility with the format for medium term planning, and plan formats may differ between subjects.
- 4.3 Our short-term plans are those that our teachers may write on a weekly basis for core subjects. We use these to set out the learning objectives for each session as well as identify the success criteria for the lesson's outcomes, and to identify what resources and activities we are going to use in the lesson.

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- 4.4 In the EYFS there is a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. The Nursery and Reception Year follow the Statutory framework for the early years foundation stage (2017) which includes seven areas of learning:

Communication and language;

Physical development;

Personal, social and emotional development;

Literacy;

Mathematics;

Understanding the world;

Expressive arts and design.

In the EYFS, and at Key Stage 1 where appropriate, we adopt an interdisciplinary topic approach 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 Stage 2, subjects are taught separately and sometimes in blocks. This means that, for example, a child may concentrate in one term on a history topic and then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Wherever possible we look for cross-curricular links so that skills and knowledge learnt in one subject can be applied elsewhere.
- 4.6 Whilst the continuity of a form teacher is a priority, specialist teaching is an important part of our curriculum. In all year groups, children are taught by a specialist music, French, ICT and PE teachers. This helps to provide a stimulating and challenging curriculum in which our children are best able to thrive.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some

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children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

- 5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code 2014 and last updated in 2015. If a child displays signs of having special needs, 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 class organisation. If a child's need is more severe, we consider the child for a statement/EHC plan, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs with the aim of meeting their individual needs. If a child has a statement/EHC plan we will ensure the education fulfils the child's requirements and the statement/EHC plan is reviewed annually.
- 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 The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002, the Equality Act 2010 and SEND Code 2014, especially in relation to the funded provision in the EYFS. All reasonable steps are taken to ensure that children who have a disability 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.
- 5.5 Pupils with English as an additional language are given appropriate support to access the curriculum within the resources the school has available. Please see our English as An Additional Language Policy.
- 5.6 More challenging extension activities are offered to the more able pupils in the full range of subjects.

6 The role of the subject leader

- 6.1 The role of the subject leader 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.
- 6.2 The school gives subject leaders non-contact time, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local

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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, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

7 Monitoring and review

- 7.1 The Head Teacher has the overall responsibility for the implementation of the curriculum. The Deputy Head Teacher and Director of Studies are responsible for the day-to-day organisation of the curriculum. The Head Teacher monitors the half-term evaluations for all teachers.
- 7.2 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.
- 7.3 This policy will be reviewed every two years, or before if necessary.

Reviewed Date: November 2019

Next Review Date: November 2021

Reviewer: Director of Studies