



Hendon
Prep **1873**

CURRICULUM POLICY

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By the Deputy Head - Darren May

Policy on Curriculum

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 curriculum, 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 expected to behave. We want 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 endorse the aspirations and aims of the National Curriculum (2013), and we seek the highest standards of attainment for all our children. 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.

1.3 The Curriculum is based around the National Curriculum but incorporating additional elements associated with the ISEB 11+ and 13+ syllabi.

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. We endorse and actively British Values, as laid down by the government. These include: democracy; the rule of law; individual liberty; and mutual respect and tolerance of other faiths, cultures and beliefs. We have a sound safeguarding policy and Prevent Strategy that aims to ensure that our pupils can grow and learn in an environment of safety and develop their own values within the overarching values of Britishness.

2.2 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, 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 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. This indicates what 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 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic.

4.3 Our short-term plans are those that our teachers write 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 the Foundation Stage, and Year 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the curriculum and early learning goals, and there is planned progression in all curriculum areas. There is specialist teaching in areas of ICT, music, Art and ICT.

4.5 Specialist teachers are introduced from Reception and by Year 5 all subjects are taught by specialist teachers, in order to prepare pupils for demanding Common Entrance examinations.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all children who attend the school.

5.2 The school will provide support for those pupils for whom English is not their first language and the Head of Learning Support will determine the needs and level of provision that can be provided.

5.3 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 SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher, in consultation with our Inclusion Manager and parents make an assessment of these needs. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. Some children may require greater intervention and our Inclusion Manager will work with parents and the teacher to look at alternative provisions, as and when appropriate. This may involve external agencies.

5.4 The school provides targets for each of the children who are referred by their teacher and then identified by the Inclusion Manager. This sets out the nature of the special need, and outlines how the school will aim to address it. These are targets for improvement, so that we can review and monitor the progress of each child termly.

5.5 If 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 will not be 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.

5.6 The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.

6 The Foundation Stage

6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced since. 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 Teaching in the reception class builds on the experiences of the children in their pre-school learning at another setting. We do all we can to build positive relationships 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 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' for our pupils:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem- solving.
- Social, moral, cultural and spiritual development

7.2 In our curriculum planning, we are working to 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 Deputy Head Academic.

8.1 The role of the Deputy Head Academic is to:

- provide a strategic lead and direction for the curriculum;
- support and advise colleagues on issues related to teaching;
- monitor pupils' progress in all subject areas;
- Aid the development of subject areas through liaising with Subject Teachers;
- Assist Subject Teachers to keep up-to-date with developments within their subject.

8.2 The school has a management system whereby the Headmaster and Director of Studies lead the curriculum. It is the role of each teacher 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. The Leadership Team reviews the curriculum plans for the subject, ensures that progression is planned into schemes of work. A portfolio of children's work, will be kept, which is used to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

9.1 The Leadership team is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its cycle of review and development.

9.2 The headmaster is responsible for the day-to-day organisation of the curriculum. The Deputy Head Academic monitors the medium term plans for all teachers, ensuring that all classes are taught the full requirements for Common Entrance, and that all lessons have appropriate learning objectives.

9.3 The Leadership Team monitors the way in which the subjects are taught throughout the school. They examine long-term planning, and ensure that appropriate teaching strategies are used. This Team also have responsibility for monitoring the way in which resources are stored and managed.