

HEMDEAN HOUSE SCHOOL

CAVERSHAM

Curriculum Policy

Last Updated: February 2019

Review Date: August 2020

Introduction

At Hemdean House School we aim for our pupils to flourish and fulfil their potential. We want them to become self-confident, imaginative, cultured and to want to learn for the sheer joy of it.

We are dedicated to the education of the whole child, encouraging confidence, initiative, responsibility and self-discipline. We believe that our curriculums should be broad, balanced and relevant to meet the needs of all today's children, whatever their ability, preparing them for their future lives. Our curriculums provide all pupils with diverse experiences in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. The School's plans and schemes of work across all subjects, for all ages and all abilities reflect the needs and aptitudes of all pupils.

The taught curriculum is based on the National Curriculum that we then secure, extend and deepen both in academic subjects and also in themes across the School, such as the core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are embedded in our curriculum and taught explicitly in PSHE lessons and each have a focus in half-termly themes.

In Early Years, the curriculum taught is the statutory framework for the Early Years Foundation Stage (EYFS) which sets realistic and challenging expectations that meet the needs of our children.

We ensure the children have a range of learning experiences that challenge, stimulate and inspire them, promoting independence and initiative.

Aims and Objectives

- To use subject-based skills, thinking skills, and personal development skills
- To develop each child's speaking, listening, literacy and numeracy skills
- To give all children the opportunity to learn and make progress
- To make links across the curriculum so that children can see learning as a whole
- To provide opportunities for exploring learning potential within issues relating to 'real life' - the local community and the wider world emphasising the role of citizenship
- To relate learning to wider issues within the world around them
- To offer opportunities for diverse learning styles e.g. kinesthetic, visual, auditory
- To support children's learning
- To challenge and inspire children to learn independently
- To prepare children effectively for the opportunities, responsibilities and experiences of life in modern British society

Principles of teaching and learning

- To have a child-centred outlook for learning
- To provide opportunities for pupils to acquire and share speaking, listening, literacy and numeracy skills
- To monitor pupils' progress according to the skills as required in the curriculum
- To use differentiation to support or challenge each child accordingly
- To provide continuity and progression in the acquisition of knowledge and skills
- To promote children's enjoyment and commitment to learning and achieving
- To provide opportunities for cross-curricular links
- To provide opportunities to re-inforce British values and culture with lessons, organised trips and external speakers

Strategies for teaching the curriculum

- Subject leaders write long term plans which contain details of the topics covered each term per year group for the academic year
- Subject leaders write medium term plans for their subject which contain the objectives, (skills and knowledge) and outcomes for each topic covered each half-term
- The long- and medium-term plans ensure continuity and progression
- Teachers will use the above to write weekly plans which include details of activities, resources, differentiation and Special Educational Needs and Disabilities (SEND) provision
- Parents are informed of each year group's learning objectives for the term by the curriculum plans on the School website
- Regular detailed marking takes place to inform the teacher and child
- Resources available to enable us to teach inspirationally
- Clear objectives and plenaries to strongly encourage children's learning
- Any child on an EHC plan has objectives and strategies in place to enable them to acquire skills

The Early Years Foundation Stage (EYFS)

- The Early Years Foundation Stage is delivered holistically through play-based activities
- None of the areas of learning can be delivered in isolation from others. They are equally important and depend on each other
- Activities and learning opportunities are provided to match children's interests
- Topics are set half termly – long term plans
- Short term (weekly planning) covers the Development Matters aspects of the EYFS
- Opportunities that build upon and extend children's knowledge, experience and interest, and develop their self-esteem and confidence
- We build a partnership between practitioners and parents, so that our children feel secure at School and develop a sense of well-being and achievement
- A key person approach is aimed at enabling and supporting close attachments between children and practitioners. Key people work to meet the needs of each child in their care and respond to feelings, talking to parents and working in partnership
- Practitioners have an understanding of how children develop and learn, and how this affects their teaching

Teaching at Hemdean House

- Enables pupils 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
- Fosters 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
- Involves well-planned lessons and teaching methods, activities and management of class time.
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- Demonstrates good knowledge and understanding of the subject matter being taught
- Effectively utilises classroom resources of a good quality, quantity and range
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly
- Does not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010

Organisation

From the beginning of Year 1 subjects are generally taught as discrete areas of learning, with all children having one Maths and one English lesson per day. History and geography skills and knowledge are taught in a combined manner under 'Humanities'. The children have specialist teachers for Science, MFL, IT, music, swimming and Forest School. As the children move up to Key Stage 2 the teaching day becomes longer. By the end of Key Stage 2 almost all subjects are taught by subject specialists.

- For Early Years, learning and play opportunities are provided for children through a wide range of carefully planned, adult led and free play activities both inside and outside and through visits and outings
- Practitioners hold relevant early years qualifications

Strategies for assessment and recording

Assessments will take place at the end of each unit of work. These sometimes take the form of a specific test but can be an overall evaluation completed by both the teacher and child, combined with a mind map or KWL grid. Oral contribution can be taken as on-going monitoring. Written reports to parents record effort at the end of the Autumn term and attainment at the end of the year. Progress on targets is reported in the Spring term at parents' evening. SEND pupils' progress is reported to parents termly.

Progress tests in Maths and English are taken by all pupils in years 1 and 2 in the Summer Term. Pupils in years 3 to 6 take progress tests in Maths, English and Science in the Summer Term. The results of these tests are reported to parents in the Summer Term report.

CATs tests are taken in the Autumn Term by Years 3 and 5.

In the Early Years Foundation Stage, observing and recording what children do helps staff plan for children's development and progress. This is done by identifying significant steps of achievement, matching experience to what a child can realistically achieve and setting targets. Assessments are both formal and informal. An EYFS profile is kept on each child and these are shared with parents at parent's evenings in the Autumn and Spring term. At the end of the Reception year in School, all children are assessed against the 17 Early Learning Goals and this is recorded in their EYFS profile. Within the final term of the EYFS, we provide a written summary to parents, reporting their child's progress against the Early Learning Goals and a short report on the characteristics of learning.

Personal, Social and Health Education (PSHE)

Discrete weekly lessons are delivered in class by the class teacher, dealing promptly with any issues specific to that class of children. Alongside this a medium-term plan is followed covering the School's aims and ethos, core British values and spiritual, moral, social and cultural (SMSC) development. This actively promotes and encourages respect for other people's individual characteristics, opinions and ideas as set out in the Equality Act 2010. Anti-bullying week activities take place each year but are an on-going part of weekly discussions.

Extra-Curricular Activities

We teach through a multi-sensory approach and encourage educational visits as part of the children's learning. All children from Year 1 have the opportunity to participate in an annual residential trip. Wherever possible, cross-curricular links are encouraged.

Roles of responsibility

All members of The Governing Body ensure they understand and fulfil their responsibilities namely to ensure that;

- A written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively; which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; as construed in accordance with section 8 of the Education Act 1996 regarding full-time supervised education for pupils of compulsory School age
- The written policy, plans and schemes of work;
 - Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
 - Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.
- Pupils acquire speaking, listening, literacy and numeracy skills
- Pupils receive personal, social, health and economic education which;
 - Reflects the Schools aims and ethos.
 - Encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- For pupils below compulsory School age, a programme of activities which is appropriate to their education needs in relation to personal, social, emotional and physical development and communication and language skills
- That all pupils have the opportunity to learn and make progress
- Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

The Head Teacher co-ordinates the work of the subject leaders and ensures long- and medium-term plans stay up to date, relevant and accessible to all staff. Weekly and termly plans are scrutinised for continuity, progression, clarity, support, challenge and evaluation to verify the delivery and relevance of all lessons;

- This policy also links to our policies on: individual subject policies, special educational needs, homework and safeguarding in the curriculum