



## Curriculum Policy

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## **1. Curriculum**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Our school curriculum comprises all learning and other experiences that we plan for our children (this includes activities and visits). The school curriculum is designed to bring out the best in everyone and to support all to achieve their personal best, fostering a lifelong love of learning.

We provide full time supervised education for pupils of compulsory school age (ages 5-11) and education appropriate to pupils at the EYFS stage. The curriculum is designed to allow scope for the development of their talents and interests at all stages and provide an effective preparation for life in British society.

Chandlings is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy.

The curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, the most able and for those for where English is an additional language. The EAL policy advocates inclusion in the curriculum and specific EAL provision enables pupils to develop their speaking, listening and writing skills in English. The School encourages pupils to take pride in their family's background, valuing their home languages, and takes reasonable steps to provide opportunities for the pupils to develop and use their home language in play and learning, thus supporting their whole language development.

In addition, we provide a PSHEE programme (reference: PSHEE Policy) which gives pupils experience in Personal, Social, Health and Economic Education. Details of how this is delivered can be found in the relevant policy document (PSHEE Policy and Schemes of Work).

Our curriculum is planned to be appropriate to the age, gender, ethnicity and aptitude of its pupils; where a pupil has identified learning difficulties, appropriate graduated support and guidance is provided through different waves and levels of intervention together with 'reasonable adjustments' to meet the child's needs (reference: Special Educational Needs and Disability Policy). The learning needs and profiles of individual children are on iSams and on the School Console, available to all staff.

## 2. Aims

- To provide children with a full time, supervised, broad and wide ranging programme of work offering an extensive and challenging range of activities in a stimulating and well organised learning environment under the supervision of trained teachers or responsible adults as necessary. The school complies with the EYFS requirements (September 2014).
- To create and maintain an exciting and stimulating learning environment in which children feel safe, can enjoy and achieve in their learning whilst making a positive contribution to the development of the class (Every Child Matters).
- To help the children acquire knowledge, skills and qualities which will help them develop intellectually, mathematically, scientifically, technologically, linguistically, emotionally, socially, physically, morally, creatively and culturally. In preparation for subsequent education and adult life.
- To cater for the needs of individual children including children of both sexes from all ethnic and social groups, the highly able and those who are experiencing learning difficulties, following the guidelines of the SEN and Disability Code of Practice (2014), the Children and Families Act (2014) and in line with the Equality Act 2010.
- To ensure that there is a match between the child and the tasks he / she is asked to perform. Allowing for aspects of personalised or child centred learning, particularly in the EYFS leading into the Pre Prep department of the school right the way through to the upper end of the Prep Department. Encouraging children to become independent, responsible, confident, hardworking and considerate members of the school and outside community.
- To plan the timetable carefully to ensure that it provides appropriate time allocation for subjects and an appropriate curricular balance which will enable pupils to acquire speaking, listening, literacy and numeracy skills. Ensuring that the key elements of subjects are taught in a progressive and logical sequence to promote continuity and progression in pupil's learning. (Subjects to include: English, Mathematics, Science, Religious Education, ICT, French, Spanish, History, Geography, Art, Design Technology, Physical Education, Music, Drama, PSHEE, Philosophy and Classics).
- Schemes of work and assessment provide clear guidance allowing staff to plan collectively and evaluate their work regularly. These are specified in detail for each area of learning and allow staff to describe accurately what they wish the children to achieve through their activities.

- As part of our assessment programme we use several sets of student data to monitor your child's progress and inform our teaching. Some of the tools we use are the CAT4 Tests, Progress Test Series and the New Group Reading Test from GL Assessment. These are used to give us an acute understanding of a student's potential. This data is considered alongside any other assessments made throughout the year formal or informal, to inform our teaching. As part of this process we also do a comparison of student CAT4, PT Series and NGRT results with we authorise on your behalf to be supplied to GL Assessment who then deliver back to us a comparative analysis. This gives us a very useful report which forms a part of our ongoing assessment programme. We take the safeguarding of our student data very seriously.
- To recognise the role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

The curriculum is supported by: Long Term Subject Planning (Curriculum Maps), Medium Term Plans (supported by Schemes of Work) and the more detailed day-to-day lesson planning by teachers which respond directly to the individual needs of the children (Assessment for Learning). It is implemented through a carefully planned timetable ensuring good subject breadth and balance either in line with or in excess of the national expectation.

Chandlings seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of the School, including those in our EYFS setting.

Chandlings is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to relevant parties, including parents and prospective parents, in accordance with our statement on the provision of information, and should be read in conjunction with our Special Educational Needs and Disabilities Policy.

### **3. Curriculum Structure**

#### **3.1 Early Years Foundation Stage (EYFS)**

In the Early Years classroom (Reception) learning takes place in sessions that are less restricted by time constraints. The provision of activities in the Early Years and Reception classrooms is appropriate to their educational needs in

relation to personal, social, emotional and physical development, communication and language skills.

Each area of the educational plan is implemented through planned, purposeful play.

Each child has a Key Person who is responsible for ensuring that their learning and care is tailored to their individual needs.

The seven Areas of Learning – 3 prime and 4 specific:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These areas are distributed appropriately across the week. Pupils are provided with adult led, adult framed and child initiated activities. Specialist teaching begins in the Early Years for Languages (French), PE, Games, and Music.

All areas of learning are implemented through a balance of adult-led, adult-framed and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations most children should aim to reach by the end of the EYFS.

### **3.2 Key Stage 1**

The curriculum becomes more formal at this stage.

Specialist teaching continues for Languages (French), Music, PE and Swimming.

A smooth transition is provided for the children moving from Pre-Prep to Prep. Continuity and progression of learning are ensured through close tracking and staff discussion.

### **3.3 Key Stage 2**

#### **Year 3:**

Although children still spend much of the time with their Form Teacher in addition to specialist teaching for Languages, Music, PE and Swimming, certain other subjects may be taught by teachers other than the Form Teacher, dependent on current staff specialism. Ability groups are introduced in Mathematics and Spelling.

**Year 4:**

In this year the teaching becomes less Form Teacher based and takes on a more specialist teacher approach.

**Years 5 & 6:**

The children in these year groups are exclusively taught by specialists for the majority of the curriculum. Mathematics and English, where possible, are taught by the same teachers across both year groups to maintain continuity of teaching and learning.

When the children reach Year 6, they sit entrance exams for entry to a wide variety of Senior Schools.

An Enrichment Programme for our Extremely Able and Talented is incorporated into the timetable and co-curricular clubs.

**4. Procedures for Review and Development of the Curriculum**

A Whole School Curriculum Review is conducted at regular intervals; the last one took place in the Summer Term 2009, with agreed changes implemented in September 2009. The planned and delivered curriculum is annually reviewed by the Deputy Head Academic, in consultation with SLT.

**5. Document Information**

Version Number	2.0
Reason for Version Change	Annual Review
Name of owner/author	Fiona Love
Name of individual/department responsible	Fiona Love, Deputy Head Academic
Target Audience	Public
Date issued	November 2017
Where available	School website / Console
Review Date	September 2018