



# Normanhurst School

## Curriculum Policy

### Main School and EYFS

#### Introduction

- The 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 GCSE specifications, but also the various extra-curricular activities that the School organises in order to enrich the pupils' experiences.
- It also includes the 'hidden curriculum' – what the pupils learn from the way they are treated and expected to behave. We want pupils to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. We aim to teach the pupils how to study in order to help them become confident, self-disciplined individuals, capable of engaging in a lifelong process of learning.
- Our curriculum aims to promote not only the pupils' academic development, but also their social, moral, spiritual, cultural and emotional development. It is our aim that they learn their own value within our school community and in the world beyond school.
- We seek the highest standards of attainment for all our pupils and are committed to tracking the learning progress that each and every pupil makes. We also value the breadth of the curriculum that we provide. We aim to foster creativity and innovation in our pupils, and to help them become independent learners. We believe in making learning purposeful, engaging and enjoyable.
- We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning.
- We acknowledge the need to continually review our current programmes of study to provide flexibility to meet the pupils' individual needs and to build on their prior learning.

#### Values

The main objective of the School is to educate the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and to prepare them for the opportunities, responsibilities and experiences of later life. This is achieved through the curriculum.

These are the main values of our school, upon which we base our curriculum:

- We value the individuality of each child, we listen to their views, and we promote respect for diverse cultures
- We value the spiritual, moral, cultural and social 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 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 pupils, 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.

## **Aims**

The aims of the school curriculum are:

- To provide a balanced and broadly based curriculum in line with the National Curriculum and GCSE specifications which give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To give the pupils opportunities to develop the prime skills of speaking and listening, as these are the essential tools for learning to read, to write, to be numerate and indeed, to be successful in virtually all the learning our children undertake at school and elsewhere.
- To ensure that the areas of learning for pupils in the EYFS and the subjects and courses offered to older pupils at each stage of the school:
  - Contribute effectively to their intellectual, physical and personal attainment and development
  - Are appropriate for their age and ability
  - Prepare them for the next stage of their education
- To ensure that the curriculum is planned to provide continuity and progression of learning
- To ensure that there is equality of access and opportunity for all pupils to learn and develop their skills to the best of their ability, and to make progress
- To ensure that the School meets the curricular requirements of those pupils who require special provision, including learners with difficulties and/or disabilities, special educational needs, very able pupils, and those for whom English is a second language.
- To enrich the curriculum by offering a variety of extra-curricular activities, including sport, music and drama in order to offer pupils the opportunity to develop and extend their individual talents and to increase their self-confidence, thereby providing experiences in physical, aesthetic and creative learning situations.
- To provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development; to teach pupils to have an awareness of their own spiritual and health development which reflects the School's aim and ethos, to distinguish right from wrong, and to grow up committed to equal opportunities and tolerance for all.
- To offer educational opportunities which enable pupils to be creative and to develop their own thinking and initiative to become independent learners.
- To enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others in our multi-cultural British, democratic society.
- To promote a positive attitude towards learning so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.

- To prepare pupils for the various entrance assessments, diagnostic tests and GCSE exams.
- To offer additional opportunities and experiences to enhance learning in National Curriculum subjects.
- To provide the learning environment to prepare for the opportunities, responsibilities and experiences of adult life and to prepare them for transition into further education and training post 16.

### **Implementation of Aims**

- The curriculum is broad and balanced offering the range of subjects in the National Curriculum including at GCSE: Art, French, Geography, Drama, History, Music, Spanish, Business Studies, Computing, Graphic Design, Asdan awards, and separate sciences, Biology, Chemistry and Physics. It is balanced in that all pupils are taught Arts, Humanities, ICT and Science with cross-curricular links created wherever possible. This, combined with the extra-curricular programme, ensures that all pupils receive a well-rounded education with plenty of opportunities to develop their individual talents.
- The Deputy Head oversees the senior curriculum and regularly reviews with the Headmistress. The curriculum in the Early Years Foundation Stage, KS1 and KS2 is reviewed by the Head of Juniors in consultation with the Headmistress, subject co-ordinators and the EYFS and Junior staff. The Deputy Head oversees and regularly reviews the senior curriculum in consultation with the Headmistress, SLT, Subject Coordinators and, where applicable, class teachers.
- The Deputy Head consults with the Head of the Juniors to ensure continuity from the Early Years Foundation Stage through to Key Stage 4. The Subject Co-ordinators are responsible for ensuring continuity throughout the Key Stages and for checking for overlaps in content across the different subjects. They are responsible developing that aspect of the curriculum and for providing schemes of work indicating the subject matter to be covered in each subject in each year group in consultation with the class teachers.
- All pupils access the same Schemes of Work. Delivery is, however, differentiated according to the needs and ability of each child. This is mainly achieved through differentiated group and individual work and targeted feedback. Support assistants help either within the classroom with a particular group or by withdrawing a group or individual from the class. From Reception through to Year 6 every child reads individually at least three times a week and if possible every day.
- The School SENDCo is responsible for assessing the needs of pupils throughout the School with special needs such as Dyslexia and for advising teachers on providing for individual needs. The SENDCo gives advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within all age ranges of the School. Class teachers ensure that pupils whose first language is not English receive extra individual support in English, if necessary.
- Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as gifted or talented and for providing appropriate differentiated learning activities within lessons. The Deputy Head, the appropriate Subject Coordinator and the class teacher will ensure that the educational programme offers suitable challenges to the gifted and talented pupils. A register of gifted and talented pupils is kept together with examples of their work. The School's strategy and provision for these pupils is continually reviewed (further details can be found in the Gifted and Talented Policy).

- The Leadership Team oversees and regularly reviews the provision of extra-curricular activities in liaison with the Extra-Curricular Activities Coordinator, ensuring a balance of opportunities to pupils. Sport, Art, Music, Drama, Languages and other activities are made available to enhance the curriculum.
- The PSHE Coordinator, together with the Assistant Head (Pastoral) plan a programme during Form Time and PSHE time to educate the pupils in their personal, social, moral, cultural and spiritual development. A number of speakers are invited to take assembly during the year to talk about different religions, life issues and charities. A health visitor or nurse is invited to talk to Key Stage 2, 3 and 4 pupils about health issues and sex education and the police visit senior classes to talk about issues such as safety and drugs. Health issues are also covered in Science lessons. More details can be found in the PSHE Schemes of Work.
- The Head of Juniors works with the class teachers in Key Stages 1 and 2 to ensure that pupils are prepared thoroughly for all external assessments and teacher assessments.
- Creativity is encouraged in every aspect of the curriculum. Pupils are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum.
- The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school. Pupils learn to cultivate self-discipline, self-esteem, responsibility and tolerance.

## **5. Curriculum Content**

- The School's curriculum, with the exception of the Early Years Foundation Stage, is based as a minimum on the National Curriculum. French is included formally from Year 1 and forms an enjoyable introduction to a modern foreign language for Reception children during the Reception year. In the EYFS, the curriculum is based on the Early Learning Goals.
- Along with the curriculum content, the School aims to develop pupils' thinking and learning skills so that they develop a keen sense of how to learn becoming engaged and well-motivated learners who understand how to make progress.

## **Organisation and Planning**

- The curriculum is planned in three phases. A long term plan is agreed for each Key Stage in each subject, which indicates what topics are to be taught in each term and to which groups of pupils. These long term plans are reviewed on an annual basis.
- The medium term planning provides clear guidance on the objectives and teaching strategies for each topic. National programmes of study are used to inform the long-term and medium-term planning the medium-term planning in the foundation subjects. Teachers evaluate pupil achievement and understanding and reflect on how successful the lesson was. The Headmistress, SLT and relevant Subject Co-ordinators discuss the medium-term plans on a termly basis. They are used for future planning and analysis of pupils' progress, and provide the Subject Co-ordinators with an overview of their subject across all the age groups within the school.
- The short-term plans are written by the teachers on a weekly or daily basis and recorded. These include the learning objectives for each session(s), and identify what resources and activities are to be used in the lesson. These plans also include information regarding differentiated tasks and the use of the learning support staff in the classroom.

- In the Early Years Foundation Stage, and in certain areas at KS1 and 2, an inter-disciplinary topic approach to curriculum planning is adopted. There is a coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- From KS2 the National Curriculum subjects are taught separately, with some French, ICT, Music, PE and Science taught by specialist teachers. Some classes may choose to concentrate on a History topic for one half term and then switch to a greater emphasis on Geography in the next half term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links from KS2 subjects occur when appropriate.

### **The Curriculum and Inclusion**

The curriculum is designed to be accessed by all pupils who attend the School.

The School does all it can to meet the individual needs of the pupils and complies with the requirements set out in the SEN Code of Practice and takes account of the Equalities Act 2010. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need by completing the SEN Identification form. In many instances, the class teacher is able to provide the resources, differentiated tasks and educational opportunities that meet the child's needs within normal class organisation with the assistance of the Learning Support staff. This also applies to any child identified as 'gifted and/or talented' in any curriculum area.

The School is committed to making reasonable adjustments to meet the needs of pupils who have disabilities, as it is to meeting the needs of all groups of pupils in the School. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to able-bodied pupils. Teaching and learning is appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

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

- The curriculum taught in the Reception classes meet the requirements set out in the Early Learning Goals. The curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing pupils' skills and experiences.
- The School fully supports the principle that young pupils learn through play, and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the pupils in their Kindergarten learning.
- The skills development of each child is assessed by the teacher after each term in the Reception class. This assessment forms an important part of the future curriculum planning for each child and is evidenced in the portfolios.
- The School is well aware that all pupils need the support of the parents and the teachers to make good progress in School. The School strives to build positive links with the parents of each child, by keeping them informed about how the pupils are being taught, and how well each child is progressing.
- Where applicable, for the children in Kindergarten, we provide the two year developmental check to parents during the term in which they turn three.
- In the final term of Reception the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals.

- Teachers on Reception and Year 1 work together in the summer term to ensure smooth transition from EYFS into Year 1 and each individual pupil's achievements and next steps for progress are shared.

### **The Role of The Subject Coordinator**

The role of the Subject Coordinator is to:

- Provide a strategic lead and direction for the subject throughout Key Stages 1, 2, 3 and 4.
  - Support and advise colleagues on issues related to the subject
  - Monitor pupils' progress in the subject area including the less able and the gifted / talented pupils
  - Provide efficient resource management for the subject
- Each Subject Coordinator should keep up-to-date with developments in their subject, at both national and local level.
  - The Subject Coordinator reviews the way the subject is taught in the School, monitors resources, makes lesson visits where possible and provides constructive feedback, ensures that cross-curricular activities are included in schemes of work and plans for improvement. This subject development planning links to whole school improvement objectives.
  - Each Subject Coordinator annually reviews the curriculum plans for the subject in liaison with the class teachers to ensure that account is taken of DfE guidance and frameworks, to monitor that progression is planned into schemes of work.
  - The Subject Coordinator also keeps examples of pupils' work to illustrate the achievements of pupils at each Key Stage and to exemplify the attainment expected at each level.
  - The Subject Coordinator should be available to assist the class/specialist teacher to identify a gifted/talented child in their subject area.
  - The Subject Coordinator is responsible for working with the class teacher to provide teaching resources for the less able and gifted/talented pupils. (Refer to Gifted and Talented Policy).
  - The Subject Coordinator will assist SLT in monitoring the quality of provision for the pupils within the School's curriculum and timetable.
  - The Subject Coordinator will assist in providing informed feedback to parents about their child's progress.
  - The Subject Coordinator is responsible for the annual Subject Improvement Plan (DIP) and for ensuring targets within it are met. This is monitored through the Line Management Meetings structure within the School.

### **Allocation of Time**

**Kindergarten** attend one assembly per week. Their curriculum is based on the Early Learning Goals but is very flexible so as to take into account the individual needs and development of each child. Some children attend on a session basis, others are full time. Maximum learning time is from 8.40am to 11.30am and afternoons from 1pm to 3.15pm, amounting to a maximum time of 25 hours 25 minutes per week.

**Reception (full time)** attend at least one assembly per week. All pupils in class in the mornings from 8.40am to 11.30am and afternoons from 1pm to 3.15pm. Total teaching time: 25 hours 25 minutes per week.

**KS1** attend at least two assemblies per week. Form Time takes place on Tuesdays, Thursdays and Fridays. They have specialist teachers for Music, Drama, French and PE and are otherwise taught by their class teacher and learning support assistants. The curriculum is based on the National Curriculum.

**Years 3 -5** attend at least two assemblies per week. Form Time takes place on Tuesdays, Thursdays and Fridays. They have specialist teachers for Music, Drama, French, PE and swimming and are otherwise taught by their class teacher and learning support assistants. The curriculum is based on the National Curriculum.

**Years 6** attend at least two assemblies per week. They have specialist teachers for Music, Drama, PE, swimming and French and are otherwise taught by their class teacher and learning support assistants. The curriculum is based on the National Curriculum.

Speech and Drama is also available as an extra-curricular option and LAMDA exams are taken at regular intervals. There is a strong emphasis on performance in the School and pupils often perform to other classes in assemblies as well as in school performances.

Similarly Instrumental Lessons are available as an extra-curricular activity. The musical life of the school is important, with many opportunities to participate and perform.

### **Fundamental British Values**

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. More information is available in the SMSC Policy.

We aim to educate our pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

Some of the ways in which we teach our children about these values is by:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

## **Monitoring and Reviewing**

The Headmistress is responsible for monitoring the way the School Curriculum is implemented. Responsibility for the implementation of the aims also lies with the Deputy Head, Head of Juniors, the Subject Coordinators and the SENDCo.

The Headmistress is responsible for the day-to-day organisation of the curriculum. The Headmistress sees a copy of each subject's medium term plan for every year group. The information included on these medium term plans help the Headmistress to ensure that all classes are taught the full requirements of the School's curriculum and that all lessons have appropriate learning objectives.

Each subject Department Improvement Plan is reviewed and developed annually by the appropriate subject coordinator, overseen by Line Managers, the Deputy Head and the Headmistress. Curriculum review is intrinsic to this process.

A curriculum review takes place every year in the seniors following the publication of GCSE results in August, which is then discussed with the Deputy Head and the Headmistress. The Deputy Head produces a report for the Principal and the Headmistress which is discussed and specific focuses become part of the ongoing School Improvement Planning.