

COGNITA

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Duncombe
School

An Independent Preparatory
School and Nursery

Curriculum Policy

Date Policy Reviewed	Policy Reviewed By	Reason/Outcome	Next Review Due
3 rd September 2013	Amanda Tierney	Review	Autumn 2015
20 th March 2016	Tom Le Tissier	Review	Spring 2018
2 nd February 2018	Tom Le Tissier	Review	Spring 2020

This policy applies to the whole school including the Early Years Foundation Stage. This policy is informed by the National Curriculum (2014). This policy sets out to support all the aims of the School by ensuring that all pupils are properly cared for in a warm and caring environment and in a position to access the education that the School aims to provide.

Mission Statement

'Duncombe School will educate the whole child, fostering the individual's highest academic, creative, social and recreational standards within a happy, caring and stimulating environment.'

Mission Statement – Treetops

'Our primary purpose is to support children and parents through the early years of education. Treetops offers a carefully managed induction programme to school life and subsequently a broad and challenging education within a caring and secure family environment.'

School Aims and Philosophy

- To educate the whole person (academic, spiritual, moral), promoting respect for Christian values but recognising and respecting beliefs, needs and achievements of others in our multi-cultural society taught through British Values.
- To provide a structured and happy environment where each member of the community is valued and secure and where there is a commitment to encouraging individual development.
- To promote high standards in all areas of life.
- To encourage self discipline, self motivation and self respect through promoting competition against self and objective standards rather than each other.
- To provide each child with a broad and balanced curriculum that encourages children to realise their full capabilities.
- To foster a lively and varied learning environment adopting teaching styles relevant to each child's learning.

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, 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 – made evident through Forest Schools and the Duncombe Diploma. 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 believe that our younger pupils enter the school as dependent learners and every day work towards becoming more independent learners through what they learn and how they learn. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children and above all, we believe in making confident, happy and independent learners.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear. The curriculum ensures the full-time supervised education for pupils of compulsory school age (construed

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. It 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. Our curriculum, while well structured with purposeful aims also has the ability to be shaped towards individual needs and interests.

2.2 ~~Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England.~~ These are the main values of our school, upon which we have based our curriculum:

We ensure pupils acquire speaking, listening, literacy and numeracy skills.

We take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.

We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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 ensure that all pupils have the opportunity to learn and make progress
- to make sure that there is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- to enable all children to learn, and develop their skills, to the best of their ability;
- to constantly challenge all children while ensuring all children make excellent progress no matter what the starting point and our most able children make outstanding progress and achieve very high levels of attainment (Refer to VAP Policy)
- 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 basic 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 through the interweaved teaching of British Values
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;

- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education fulfil our curriculum which is informed by the New National Curriculum and the 'Hertfordshire Agreed Syllabus for Religious Education 2017 – 2022';
- 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.
- To have personal, social and economic education which –
 - Reflects the school's aims and ethos;and
 - Encourages respect for other people, paying particular regard to the protected characteristic set out in the 2010 Act(a)
- Where we have pupils that are below compulsory school age, 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.

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage – refer to curriculum maps. 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. We use the national schemes of work for much of our medium-term planning in the foundation subjects. For maths, Abacus/ActiveLearn is used for the foundation of the medium term plans and are adapted for short-term planning. English utilises a range of planning which is in part based around Hamilton Trust planning.
- 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, to identify what resources and activities we are going to use in the lesson, and to ensure appropriate differentiation is considered.
- 4.4 In the Foundation Stage, and at Key Stage 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 National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5 In Key Stage 2, we teach the foundation subjects separately. Each child has the opportunity to experience the full range of National Curriculum subjects.

5 The curriculum

- 5.1 Our curriculum can be split into three core subjects: English, Maths and Science and the Foundation subjects: Art and design, Computing, Design and technology, Languages, Geography, History, Music, Physical education and Religious education. Forest schools also makes up a key part of the Duncombe curriculum which focuses on the 'whole child'. Below are adapted extracts taken from the National Curriculum:

5.2 Numeracy and Mathematics:

Our teachers will use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.

Pupils will be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work. Pupils will apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They will also understand the cycle of collecting, presenting and analysing data. They will be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

5.3 Language and Literacy

Our teachers will develop pupils' spoken language, reading, writing and vocabulary as integral aspect of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

Spoken language

Pupils will be taught to speak clearly and convey ideas confidently using Standard English. They will learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable children to clarify their thinking as well as organise their ideas for writing.

Reading and writing

Duncombe teachers will develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Pupils will develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be taught the correct use of grammar. Children will build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Vocabulary development

The children's acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers will therefore develop vocabulary actively, building systematically on pupils' current knowledge. They will increase pupils' store of words in general. In this way, pupils expand the vocabulary choices that are available to them when they write. In addition, it is vital for pupils' comprehension that they understand the meanings of words they meet in their reading across all subjects, and older pupils will

be taught the meaning of instruction verbs that they may meet in examination questions. Duncombe sees it as being particularly important to induct pupils into the language which defines each subject in its own right, such as accurate mathematical, grammatical and scientific language.

6 Inclusion

- 6.1 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 children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.
- 6.2 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 SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher assesses 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 of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- 6.3 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.
- 6.4 The school provides an Individual Challenge Plan (ICP) for each of the children who are on the Very Able Pupil (VAP) register. This sets out the nature of high attainment and outlines how the school aims to make sure that this child continues to make excellent progress and is challenged. The ICP is shared with the child and is monitored and reviewed half termly.
- 6.5 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 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.
- 6.6 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.

7 Early Years

- 7.1 The curriculum that we teach in the Early Years meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. We support the children in four specific areas, through which the three prime areas are strengthened and applied (Communication and language, Physical development and Personal, social and emotional development). The specific areas are Literacy, Mathematics, Understanding the World and Expressive art and design.

Our curriculum is broad and allows the children to experience a wide range of activities and styles of learning.

7.2 **Observation and assessment**

Observations are made on a regular basis and recorded using an interactive learning diary. These observations inform planning for each area of learning. Teacher assessments take place on a termly basis and records are kept to inform planning, next steps, parents' evenings and report writing.

7.3 **Learning through play**

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

7.4 **Learning Environment**

We are aware that both the physical surroundings and the ethos of the school affect the children's ability to learn. Members of staff working in the EYFS are responsible for preparing a welcoming, safe and enabling environment within their classrooms and the outdoor spaces. The ethos should be warm and accepting, whilst encouraging children to reach their full potential the assessment arrangements – the arrangements for assessing young children to ascertain their achievements

7.5 **Parent Partnership**

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.

8 **Key skills**

8.1 The following skills have been deemed 'key skills' in our curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving.

8.2 In our curriculum planning, we 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.

9 **Subject Co-ordinators**

9.1 The role of the subject co-ordinator 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.

9.2 The school gives subject co-ordinators non-contact time each term, so that they can carry out their duties. It is the role of each subject co-ordinator 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. Each subject co-ordinator 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. The subject co-ordinator of the core subjects keep a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

10 Monitoring and review

10.1 Subject co-ordinators and Deputy (Academic) 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 co-ordinators also have responsibility for monitoring the way in which resources are stored and managed. They monitor that progress is being made over time by all children and where this is not the case, they ensure that interventions are put in place.

10.2 This policy is monitored by the Deputy Head (Academic) and will be reviewed every two years, or before if necessary.

SAFEGUARDING STATEMENT

Duncombe School is committed to maintaining a safe and secure environment for all pupils and a culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding Policy'