



Curriculum Policy

Updated By: A Lees	Approved By: C Johnson	Date: March 2022
Review Interval: Biannual	Next Review Date: March 2024	Version: 2

Aims

Our school curriculum is underpinned by the values that are important at The Shrubbery. The curriculum is how the school achieves its objective of educating children in the knowledge, skills and understanding they need for the future.

Our curriculum aims to:

- Promote a positive attitude towards learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Scope

This policy applies to the whole School including the Early Years Foundation Stage (EYFS).

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- The curriculum subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Organisation and planning

The curriculum is broad and balanced and gives the children a wide range of different experiences.

The curriculum is taught through discrete subjects and linked topic' areas, where relevant. Each subject has a policy and schemes of work which are reviewed regularly by subject leads. Long and medium-term plans are in place covering each academic year; weekly planning is uploaded to the shared Google Drive. Medium term planning shows opportunities for differentiation, evaluation and learning objectives.

Pupils are taught within their year groups, where appropriate challenge is given to children of all abilities.

Early Years Foundation Stage

Children in Nursery and Reception are in the Early Years Foundation Stage. The Statutory Framework for the Early Years Foundation Stage underpins the curriculum for children in these age groups. There are seven areas of learning and development that are interconnected and are delivered using a cross-curricular approach when appropriate.

- Personal, Social and Emotional Development.
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Personal, Social and Emotional Development, Communication and Language and Physical Development are met in various ways in all teaching

Literacy and Mathematics are taught through daily lessons, while pupils experience Understanding the World and Expressive Arts and Design in weekly sessions.

Phonics is delivered to the children in small groups, forming a comprehensive programme. Children are introduced to Mathematics through a variety of activities. All children in the Early Years Foundation Stage have access to outside play areas and are provided with a variety of stimulating activities including Outdoor Learning.

Key Stage One

Pupils are given experience in the following areas and adults are available to support pupils as necessary.

English including Phonics

Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing. Lessons take place in written and spoken English.

Phonics is continued until the pupils are confident with the different sounds. Their skills are further developed, primarily using Literacy and Language, but also focusing on improving comprehension skills and encouraging the use of correct grammar, as appropriate to the age and ability of the pupils.

Maths

The children in Year 1 and 2 have a daily Mathematics lesson. Pupils learn to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. They are given experience of practical activities, exploration and discussion. Children are encouraged to develop their capacity to solve problems using the knowledge they have gained.

Science

The children in Year 1 and Year 2 have one Science lesson each week. Pupils develop a greater knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings

Human and Social

History, Geography, PSHE and RE are taught as discrete subjects. Pupils learn about their local environment, and use is made of the school grounds. Parents are encouraged to speak to the children about recent historical events and changes that have occurred. Pupils are given knowledge through History and Geography as well as Religious Education about people and their environment, and learn how human action, now and in the past, has influenced events and conditions. Religious Education is also promoted through spiritual, moral, social and cultural development.

Physical

Pupils receive weekly PE lessons; pupils also receive a weekly swimming lesson. Children are encouraged to play with a wide variety of playground equipment during playtimes. Pupils learn physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. They also learn about the basic principles of fitness and health.

ICT

Pupils in Key Stage One receive a weekly designated ICT lesson delivered by a specialist teacher. ICT is also embedded in the classroom to support and enhance other areas of learning. Key Stage One classrooms are equipped with interactive whiteboards which are integral to the teaching and learning of the children. Use is made of educational websites to introduce concepts and support learning.

Art and Design

Pupils are given opportunities to enhance their learning with practical applications, including painting and model making.

Modern Foreign Languages

Pupils in Key Stage One receive a weekly designated French and Mandarin lesson delivered by a specialist teacher. Learning is conducted in a dedicated language classroom.

Key Stage Two

English including Verbal Reasoning

Verbal reasoning is given more time as pupils progress through the school, in preparation for the 11+ entrance exams, which are taken at the beginning of Year 6.

Maths

The children's knowledge and understanding of Mathematics is developed in a variety of ways including practical activity, exploration, discussion and the use of ICT. Pupils learn to use formal calculations, recognise patterns and relationships in numbers and space and show understanding in a clear and logical way. Pupils in Years 5 and 6 are entered for the Primary Maths Challenge and the Junior Maths Challenge. Non-Verbal Reasoning is given more time as pupils progress through the school.

Science

Pupils develop scientific skills such as observing, forming hypotheses, conducting experiments and recording findings through a variety of topics.

ICT

Pupils receive a weekly lesson in the dedicated ICT suite. There are also interactive whiteboards in all classrooms which are used to deliver the majority of the curriculum in all areas. iPads are also provided on a 1:1 basis for all pupils.

Human and Social:

Pupils develop their understanding and appreciation of their environment, now and in the past, through visits and by using technology and a wide range of resources.

Physical

PE and games lessons continue to be taught by a specialist teacher and pupils also have the opportunity to develop their skills and interests in a wide range of extracurricular activities held after school.

Art and Design

Pupils continue to develop their artistic skill working in a variety of mediums. Pupils regularly contribute work to displays around the school.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Personal, Social, Health, Citizenship and Economic education

This is taught on the timetable in the EYFS, Key Stage One and Key Stage Two. There is a written policy and schemes of work for each year group which are monitored and regularly reviewed. PSHCE is also implemented through cross-curricular links with other subjects, such as Science and ICT and assemblies.

Quality of teaching

The Shrubbery School ensures that the teaching at the school:

- enables pupils to acquire new knowledge and make 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 effective 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 considered in the planning of lessons
- demonstrates good knowledge and understanding of the subject-matter being taught
- utilises effectively 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 the 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 pupil's contrary to Part 6 of the Equality Act 2010. 10.

Marking and Assessment

In the Early Years Foundation Stage, assessment is linked to the Early Learning Goals, as set out in the Statutory Framework for the Early Years Foundation Stage. Early Foundation Stage Profiles are completed for each pupil at the end of Reception.

All pupils' work will be marked regularly to provide a profile of individual progress. Positive comments, both oral and written, are made to reward and encourage high achievement in presentation, content and effort. House points offer a further incentive. The aim of marking will also be to instil pride in written work and individual target setting is suggested, where necessary, in order that pupils understand how they can improve their work.

Parent of all pupils receive a formal written report at the end of each academic year. For pupils in Key Stages 1 and 2, parents receive a termly grade report in the Autumn and Spring terms with regards to pupil effort and attainment. Parents of children in EYFS receive judgements against the EYFS statements at the appropriate age.