



Curriculum Policy

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Statement of intent

At The Shrubbery School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental, and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010

This policy operates in conjunction with the following school policies:

- Assessment Policy
- PSHE Policy
- Relationship and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The Proprietor is responsible for monitoring the effectiveness of this policy and holding the Headteacher to account for its implementation. The proprietor will also ensure that:

- Approving this policy
- A robust framework is in place for setting curriculum priorities and aspirational targets, supported by appropriate plans and schemes of work.
- That the frameworks do not undermine British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

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 proprietor.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Phase leaders are responsible for:

- Providing strategic leadership and direction to their phases.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.

- Monitoring pupil progress within their phase.
- Ensuring the curriculum is inclusive and accessible to all.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types, keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.

The SENCO is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. School ethos and 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 understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

4. 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 scheme of work which reviewed regularly by subject leads. Long and medium-term plans are in place covering each academic year; short-term planning shows opportunities for differentiation, evaluation and learning objectives. Weekly planning is uploaded to the shared Google Drive

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic. The different learning techniques include:

- Using different kinds of questions to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- Opening discussions around topics so pupils can learn from their peers and learn how to hold conversations with others.
- Holding structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- Using assessments to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- Role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help pupils coordinate series' of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support and access to specialist resources and equipment where required.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

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 (including Relationship and health education) 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. 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.

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.

5. 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.

6. 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.

7. 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.

8. 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.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

9. Equal opportunities

The school will not discriminate against, harass, or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with in smaller groups to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12. Monitoring and review

This policy is reviewed biannually by the Headteacher.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.