



# High March

## CURRICULUM POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

### Useful Websites

[www.gov.uk/dfe](http://www.gov.uk/dfe)

# High March School

## Curriculum Policy

### Introduction

At High March School the curriculum refers to all the timetabled activities designed to promote learning, personal growth and development. It includes not only the explicit requirements of the subjects taught, but also the implicit benefits of the 'hidden curriculum', what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people who can work independently and co-operate with others as they develop their knowledge and skills. We offer a wide range of activities beyond the formal timetable to enable each pupil to pursue his or her individual talents and interests.

Continuity and progression through succeeding phases of education is ensured through curriculum planning across the School. The School places importance on the links between each phase of learning in order to ensure a smooth transition for pupils. We aim for the curriculum to maximise progress and prepare pupils for the next stage of their learning as well as preparing them, at appropriate levels, for the opportunities, responsibilities and experiences of adult life.

The key skills of literacy and numeracy skills are emphasised throughout all subjects and ICT is an integral part of all learning. In particular it is used to present work, research information and portray data across the curriculum.

In all our curriculum areas we strive to ensure pupils are presented with a range of views. No specific views are promoted and on no occasion are pupils influenced by staff on specific political points of view.

The School emphasises equality of access to the curriculum. Pupils are presented with the same knowledge and skills for each subject, but at levels and in ways appropriate to their needs. Where required, work is adapted to the different needs and abilities of the pupils. Pupils with learning difficulties receive extra specialist support, whilst more able pupils enrich their learning through extension tasks.

The curriculum encompasses all national curriculum subjects and is significantly broadened and enriched with variety at each stage of learning. Each curriculum area has a specific scheme of work that identifies the content, skills and knowledge introduced at each stage of learning.

The curriculum is monitored by senior managers to ensure no indoctrination of political ideology exists in any studies.

## Aims

The aims of our school curriculum are:

- To promote a broad and balanced education which engages, excites and challenges our pupils.
- To ensure that the pupils have an education which is rich in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative experiences.
- To provide a planned and monitored curriculum which ensures that learning is continuous and that the pupils make good progress.
- To develop lively, enquiring minds through well-planned lessons that provide stimulating, challenging and purposeful learning experiences that are extended and enhanced by a range of homework tasks.
- To extend pupils' learning experience through a wide range of visits, an extensive range extra-curricular activities and fundraising events for charity.
- To enable the pupils to acquire skills in speaking and listening, literacy and numeracy.
- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid base for lifelong learning.
- To include the knowledge, skills and understanding appropriate for the age and aptitude of the pupils.
- To prepare the pupils for their next schools and for adult life enabling them to be positive citizens supporting the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- To raise pupils' awareness of the dangers of the internet, to include political indoctrination, grooming and of sexual abuse, taking into account the pupil's age.
- To celebrate pupils' achievements and success through a variety of school activities, performance and displays and by individual commendation.
- To monitor, evaluate and act upon the quality of the planning, delivery and consistency of provision of the formal curriculum.
- To fulfil the requirements of the EYFS and ISEB, to incorporate the National Curriculum where appropriate and to prepare the pupils for entrance examinations or scholarships for individual senior schools.
- To help pupils to have an awareness of their own spiritual development and to distinguish right from wrong.
- To help pupils to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable pupils to have respect for themselves and high self-esteem, and to live and work co-operatively with others.
- To provide subject material appropriate for the ages, aptitudes and needs of all pupils, including those with an Education Health Care Plan or historic statement of special educational need and to review planning regularly to ensure they meet the needs of all pupils.
- To extend pupils' learning experience through a wide range of visits, an extensive range extra-curricular activities and fundraising events for charity.

## Roles and Responsibilities

For each subject there is a designated Head of Department in Upper School and a Subject Co-ordinator in Junior House who work together to lead and monitor their subject and produce the Department Handbook.

The role of the Head of Department is to:

- Oversee the curriculum and planning for the subject and establish how continuity and progression can be achieved and sustained.
- Evaluate teaching, learning, marking, assessment, strengths and weaknesses in the subject and use the information in a subject development plan.
- Identify subject needs and recognise that these must be considered in relation to the overall needs of the School.
- Organise regular scrutiny of work across the School in the subject.
- Set targets for professional development and improvement.
- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Ensure the improvement of achievement in their subject for all pupils.
- Manage a budget and ensure sufficient resources are available to teach effectively.
- Keep abreast of current educational developments in their subject.
- Attend in-service training and where appropriate share useful information with other staff.
- Maintain records of all summative (examination/test) data.
- Maintain and update the Department Handbook, in collaboration with the Subject Co-ordinator.
- Attend and in some cases lead Faculty meetings.
- Arrange additional meetings where necessary to fulfil the responsibilities of the role.

The role of the Subject Co-ordinator is to:

- Update the Department Handbook, in collaboration with the Head of Department.
- Ensure that coherence in planning between the Foundation Stage, Key Stage 1 and Key Stage 2 is smooth and meaningful.
- Monitor and evaluate provision and standards in Key Stage 1 and report these to Head of Department.
- Review and maintain the resources needed for the implementation of their subject in Key Stage 1 and Foundation Stage.
- Monitor and evaluate provision and standards in Key Stage 1 and report these to Head of Department.
- Help devise a useful and meaningful form of assessment for their subject.
- Keep abreast of current educational thinking for their subject.
- Attend in-service training and where appropriate share useful information with other staff.
- Attend relevant Faculty meetings.

## Overall responsibility for the Curriculum

The Headmistress and the Deputy Head (Curriculum) have overall responsibility for the curriculum. They oversee curriculum planning and provide guidance to Heads of Department and Subject Co-ordinators through INSET, Staff and Faculty meetings.

## Planning

The Nursery and Reception classes deliver the Requirements of the Early Years Foundation Stage Statutory Framework.

Within the EYFS, there are the following areas of learning:

### Three Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

### Four Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Areas of learning are of equal importance, inter-connected and supported by the provision of a wide range of educational programmes. The development of each child is recorded through the on-going observations, and the completion and monitoring of summative assessments which provide an accurate and detailed insight into the progress made by the individual child. The observations made of each child occur in a variety of environments and learning situations to ensure that an accurate judgement of individual attainment is made.

In Year 1 to Year 6 the curriculum is devised by the School. Many aspects are based on the good practice of the National Curriculum. In the core subjects of English, Mathematics and Science the curriculum accords to the Common Entrance syllabus devised by ISEB. Some pupils may go beyond this in preparation for academic scholarships. We use Long Term Plans, Medium Term Plans and Short Term Plans. Long Term Plans are reviewed on an annual basis and Medium Term Plans on a termly basis in each subject.

- Long Term Plans – These are frameworks, indicating progression in knowledge from year to year.
- Medium Term Plans – These are the more detailed plans which give guidance on the learning intentions and show specifically what is taught within each topic area. These are used to set out the learning intentions for each week and to identify which resources and activities are going to be used in the lessons.
- Short Term Plans – These are the day-to-day plans of the individual teachers.

At Key Stages 1 and 2 pupils are given the opportunity to experience a wide variety of subjects. At Key Stage 2 the following subjects are taught History, Geography, Religious Studies, French, Latin, ICT, Drama, Art and Technology, Music, PE, Games, Dance, Swimming

and PSHE as well as the core subjects of English, Mathematics and Science. As an IAPS school, we are proud of the breadth and depth of the curriculum we offer.

Each Department has a handbook which provides details relating to the teaching, learning, progression and assessment of that subject. Detailed syllabi for each year group are contained in the handbooks. The Foundation Stage has a separate handbook. Electronic copies of the subject handbooks are stored on the Teachers' Drive on the School Network.

## **Delivery**

The children in Junior House are taught English, Mathematics, Science, History, Geography, Art and PSHE by their class teachers and receive specialist teaching in Music, Physical Education and French. In Reception through to Year 2 children have specialist teaching in ICT.

To assist the transition to Upper School, the Year 3 classes are taught English, Mathematics, Science, History and Geography and PSHE by their class teachers, with the introduction of additional specialist teaching in Art and Design Technology, Drama and Religious Studies. From Year 4, all curriculum areas are taught by subject specialists.

From Nursery, High March has two parallel mixed ability classes. Differentiated lessons respond to the variety of academic ability with setting in Mathematics from Year 4 and in English from Year 5. Latin is offered from Year 5 and approximately two thirds of the year group pursue this option. For those pupils not opting for Latin, additional Mathematics and English is taught.

Homework appropriate to the age of the child and in line with the Homework Policy is set.

## **Inclusion**

The curriculum at High March is designed to be accessed by all pupils who attend the School. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

Throughout the School where a pupil has a specific Education and Health Care Plan (EHCP), or an existing statement of special educational need that identifies their special needs in terms of learning or disability, we aim to provide an education which fulfils those requirements. Such plans will be reviewed annually by the School and the local authority.

The Head of Learning Support (SENDCO) offers support to staff in identifying pupils' difficulties and suggesting suitable teaching strategies and materials. If appropriate, pupils will be provided with an individual plan to record the provision in place for them and monitor their progress. The Head of Learning Support (SENDCO) liaises with parents and outside agencies to coordinate any extra help that may be required and to offer support to small groups in class. For more information please see and Learning Support and Policy and procedure.

Through ongoing classroom observation and assessment, we identify and meet the needs of the more able children. For more information please see the More Able Policy.

Pupils with English as an additional language are appropriately catered for with individual assistance following an entry assessment of their ability with spoken and written language. This is overseen by the Head of Learning Support (SENDSCO). For more information please see the EAL Policy.

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared to their non-disabled peers. Teaching and learning is appropriately modified for children with disabilities.

## **PSHE**

PSHE reflects the School's aims and ethos and is taught as a distinct subject by class teachers. The PSHE Co-ordinator is responsible for the subject handbook and co-ordinates the delivery of PSHE across the School. Circle Time is used as a tool, together with activities and presentations by visiting speakers. There have been presentations and workshops on Anti Bullying, Resilience, Growth Mindset and the NSPCC.

## **Spiritual, Moral, Social and Cultural Education**

The School provides opportunities for the development of SMSC through the direct teaching of Religious Studies and PSHE. However, SMSC permeates the School and is not defined solely by its discreet and direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. The pupils benefit from a Spiritual, Moral, Social and Cultural education through their varied experiences during the School day such as:

- Assemblies
- Visiting speakers
- Harvest Festival celebrations
- Links with the local church involving regular visits from the Clergy
- Carol Singing to the elderly
- Fundraising days by each school house

## **Extra-Curricular Activities**

All classes have a number of outings during the year to complement various areas of the curriculum and full use is made of local facilities, theatres, galleries and museums.

Extra-curricular activities broaden our pupils' education, as well as adding to their life experiences. High March is very proud of its extensive Activity Programme which offers a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities, ranging from Current Affairs to Judo and from Touch Typing to Canvas Cushion Club. The opportunities vary according to the interests of the children and staff. In addition, the School has thriving Sport, Music and Drama departments. Within these settings, organisational and social skills are practised, helping pupils to develop maturity and confidence.

## **Role of Parents**

We believe that parents have a fundamental role to play in helping their children learn. We work hard to inform and support parents in how they can further their child's learning and confidence at school.

The School provides information about the curriculum to parents so that they are always informed about current study areas. Information about homework expectations is also shared with parents at the Introductory Parents Meeting in September. The High March School Website features curriculum information for parents to access.

**Related Documents:**

- Aims and Ethos Policy
- Assessment, Recording and Reporting Policy
- More Able Policy
- Homework Policy
- Inclusion Policy
- Learning Support Policy
- SENDA Policy
- SMSC Policy
- Teaching and Learning Policy