

CURRICULUM POLICY (Whole School Policy including EYFS)

DEFINITION

Our school curriculum comprises all learning and other experiences (including trips and visits) that we plan for our pupils.

The school provides full-time supervised education of pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. This range of experiences is provided in several ways:

- through discrete lessons in all areas of literacy, numeracy, science, ICT, DT, PE, Games and a broad range of aesthetic and creative subjects and activities;
- through seeking to plan, in our teaching, opportunities to include experiences of all the above across the curriculum, so that knowledge, skills and understanding are transferable;
- through fostering a whole-school ethos that incorporates learning opportunities in the above areas throughout all facets of school life, including those that occur outside the classroom.

At all times, the school is committed to promoting the effective acquisition of skills in speaking, listening, literacy and numeracy.

Further details of the content and delivery of each curriculum subject can be found in each subject's Departmental Handbook.

AIMS AND VALUES

Our curriculum is designed to fulfil the Aims of our school. In summary, our curriculum aims to provide opportunities for all our pupils to learn, to achieve and to make progress. Our curriculum is firmly rooted in the values of our school as described in our Aims and we therefore seek to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The school's Personal, Social and Health Education reflects the school's aims and ethos.

Our education is designed to provide the basis for preparing pupils for the opportunities, responsibilities and experiences of adult life.

EARLY LEARNING GOALS

Our Nursery and Reception Years take into account the Early Years Foundation Stage curriculum, which sets out what children are expected to achieve by the end of the Foundation Stage. The Early Learning Goals are organised as 6 areas of learning:

- 1) Personal, Social and Emotional development
- 2) Communication, Language and Literacy
- 3) Mathematical development, Problem solving, Reasoning and Numeracy
- 4) Knowledge and Understanding of the World
- 5) Physical development
- 6) Creative development

RELATIONSHIP TO NATIONAL CURRICULUM

Although we do not follow the National Curriculum per se, we teach all the subjects required in the National Curriculum and seek to go beyond the confines of the National Curriculum in many areas. However, our pupils do all the Key Stage Two N.C. external tests and achieve strong results. We adapt the requirements of the Revised Primary Framework as best suit the needs of our pupils.

STRUCTURE OF THE CURRICULUM AT THE MANOR

The subjects we teach (i.e. from Year 1 to Year 6) are as follows:

- English
- Mathematics
- Science
- Design Technology
- Art
- Physical Education
- Information and Communication Technology
- History
- Geography
- French
- Music
- Personal, Social and Health Education
- Religious Education
- Drama (either formally via Drama lessons or via participation in large-scale productions). In addition, we teach Verbal and Non-Verbal Reasoning and Sex Education in Years 5 and 6.
- Latin (Year 6 only)

LEARNING ACROSS THE CURRICULUM

We also aim to develop and promote the following areas of learning across the curriculum:

- Spiritual, moral, social and cultural development
- Personal, Social, Health and Economic education and citizenship
- Key skills in speaking, listening, literacy and numeracy and thinking skills

GENERAL PRINCIPLES

1. Inclusion.

Our teaching aims to provide a broad and balanced curriculum for **all** our pupils with subject matter and activities appropriate to their age and aptitude. In planning and teaching our curriculum, we have due regard to the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs (including ensuring that suitable education is provided for children with statements);
- Overcoming potential barriers to learning and providing assessment for individuals and groups of pupils.

2. Use of language across the curriculum.

We aim to teach pupils in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils are taught to recognise and use standard English.

In addition, pupils are taught the technical and specialist vocabulary of subjects and how to use and spell these words. They are also taught to use the particular language vital to understanding and expression in different subjects (e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments).

3. Use of Information and Communication Technology (ICT) across the curriculum.

Pupils are given opportunities to develop their ICT capability by using ICT tools to support their learning across the curriculum. ICT is embedded across the curriculum.

4. Health and Safety.

Especially in Design Technology, ICT, Science, Art, and Physical Education (when working with tools, equipment and materials, in practical activities and in different environments) pupils are taught:

- about hazards, risks and risk control;

- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

Health and Safety is a key focus in all school activities, whether inside or outside the school.

Additionally, the school embraces the following principles:

- 5. Learning involves making connections.**
Our teaching aims to provide bridges between the known and the new.
- 6. Learning involves achievable challenge.**
Our teaching seeks to use awareness of learners' current capabilities as a basis for creating appropriate challenges.
- 7. Fun and enjoyment are important motivators for learning.**
Our teaching aims to promote a sense of spontaneity, good humour and fun.
- 8. A supportive and inclusive ethos.**
Our teaching aims to create a supportive and inclusive ethos where each child feels safe, settled and secure.

CURRICULUM PLANNING

Some of the principles that are borne in mind when planning the curriculum are as follows:

- **Pupils' entitlement to a broad and balanced curriculum**
- **Breadth and Balance**
 - how the different subjects contribute towards children's whole curriculum experience
 - how the subjects are planned to ensure breadth and balance within each Key Stage
- **Continuity**
 - across the Key Stage
 - with previous and following Key Stages
- **Progression**
 - building on previous experiences
 - developing a greater depth and range of knowledge, understanding and skills
 - planning for more challenging material and activities

- **Coherence**
 - a vision of pupils' development in the subjects
 - avoiding fragmentation in the curriculum
 - linking subjects or units of work to facilitate holistic learning
- **Access/Differentiation**
 - how the details of activities ensure access to the curriculum for all
 - how these ensure all pupils reach their potential
- **Monitoring and Evaluation**
 - collecting observations and other evidence to support evaluation
 - agreeing strengths, weaknesses and ways forward
 - involves regular review

TOPIC TEACHING AT FOUNDATION STAGE AND KEY STAGE ONE

At Key Stage One many of the subjects are taught as part of topics.

REVIEW

The curriculum at The Manor is regularly reviewed in line with the evolving needs of our pupils and the best educational practice.

There is an Academic Review each January when Subject Leaders have individual meetings with the Headmaster, Director of Studies and the Academic Governor. The Subject Leaders present

- a written review of the previous academic year for their subject
- short-term and long-term development plans for their subject

There are many staff meetings devoted to the development and evaluation of the curriculum.

CURRICULUM OVERVIEW MEETING

In addition to the Academic Review, a formal overview of the whole curriculum takes place in the Spring Term (from 2010 onwards) via a meeting of the SLT, Academic Governor and Director of Studies.



Date Policy Reviewed:	5 February 2010
Date of Next Review:	February 2011
Person(s) Responsible for Review:	SLT
Signature of Review(s)	