



Curriculum Policy Including EYFS

The Chadderton Preparatory School

1. Introduction

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. 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.

At the School, we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

2. Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum 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.

The main values of our school, upon which we have based our curriculum are;

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures
- 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

The aims of our school curriculum are:

- To enable all children to learn, and develop their skills, to the best of their ability
- 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 information and communication technology (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
- 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 School Agreed Syllabus for Religious Education
- 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

4. Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each year. We review this long-term plan on an annual basis.

Through our medium-term plans i.e. termly and half-yearly we give guidance on the objectives and teaching strategies for each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

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, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the activities carefully, so that there is coherent and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

In Key Stages 1 & 2 we teach the foundation subjects separately. This means that, for example, at Key Stage 1 a child may concentrate in one half term on a history topic, then switch to a geography topic in the next half term period. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. In Key Stage 2 the foundation subjects are taught as individual subjects. We strive to provide a balanced curriculum and give each Foundation subject equal teaching time, usually an hourly block per week. From the age of three Spanish is taught as a curriculum subject. French is another language which is taught from Year three.

5. The Curriculum and Inclusion

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.

If children have special needs, our school does all it can to meet the individual needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of 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, he/she will receive additional help from the class teacher, SENCO and outside agencies. We always provide additional resources and support for children with special needs.

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 or concern 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.

We are committed to meeting the needs of children in our school who have disabilities, 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 to 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. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principal 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.

Each half term in the reception class the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

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.

7. Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving one's own learning and performance
- Problem-solving

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.

8. The Role of the Subject Leader

The role of the subject leader 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

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader 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.

There is specialist teaching for Music, Spanish, P.E, dance and swimming

9. Monitoring and Review

The Head is responsible for monitoring the way the school curriculum is implemented. Each subject is reviewed on a two yearly cycle.

The Head is responsible for the day-to-day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine medium or short-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. A subject leader will monitor assessment procedures in their subject.

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

Date	Position	Name of Reviewer	Date of Next Review
January 2019	Head	Caroline Greenwood	January 2020
January 2019	Chair of Governors	Mr A. Khan	January 2020