



Curriculum Policy

This policy applies to Steephill School, including the EYFS setting.

Authority	Health and Safety Committee Education Committee Finance and Strategy	Chair Michelle Pierce Chair Wayne Smith Chair Martin Levy
Date last reviewed	July 2023	

Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes the requirements of the National Curriculum in terms of core and foundation subjects taught. The subjects which are timetabled include:

- English: grammar, creative writing, reading, literature, speaking and listening, drama
- French, Spanish, Latin in Years 5 and 6, Mandarin in Class 6
- Mathematics: investigative, skills based, methodology
- Science; investigative, skills and methodology
- Technological including ICT, computing/coding, design
- Forest School for Pre-School – Year 1
- Humanities
- PSHE, including RSE
- Art
- Music
- PE and Games
- RE
- Philosophy

Extensive PSHE is taught throughout the whole curriculum and as a specialised lesson. Together with SMSC education, the School aims to have British values of honesty, integrity, tolerance and kindness. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with all others while developing knowledge and skills.

Extra-curricular sessions are an integral part of the curriculum and provide many opportunities outside of lessons to extend and broaden opportunities for learning.

Values

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.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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.

- We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and particularly our country, and how we should care for it for future generations, as well as our own.

These values are embedded in Steephill Rules for Life which are displayed around the school and are reflective of British Values of democracy, equality and tolerance.

The success of the curriculum can be measured quantitatively by the progress in speaking, listening, literacy and mathematical skills at the end of year tests and qualitatively by the gain in confidence, actions towards each other and views on the world expressed by the children.

The School plans its curriculum to be creative and innovative and as such is a 'Creative Curriculum'. At its heart a Creative Curriculum recognises the professionalism of teachers in being able to plan and deliver the best curriculum for the specific children in their care. This allows for children to receive a rich and varied experience that goes far beyond the minimal entitlement as identified in the current National Curriculum.

The Creative Curriculum is inspirational both for teachers and for pupils. It makes learning motivational and successful for all involved. The creative curriculum is skills based and knowledge supported. It includes not only what to study but also how to study. Hence planning begins with an understanding of the key skills to be developed and the content is selected to support these. These key skills are sometimes subject based. Other times they are key skills for learning that enable children to become good communicators, solve problems, work well with others and ultimately improve their own learning performance.

Aims and objectives

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 communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and the importance of British values and way of life;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum.

- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which class. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives, activities and outcomes expected for each unit of work. 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. Within this, teachers will plan differentiation appropriate for the children in the task set in a lesson.

In the Early Years Foundation Stage planning follows the 7 areas of learning and children are assessed against these areas during their time in this stage and at the end in the EY profile. There is careful integration from Pre-School to Reception and then from the Early Years to Year 1. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning areas, and there is planned progression in all curriculum areas.

At Key Stage 1 and 2 the curriculum places a greater emphasis on the core and foundation subjects and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Each subject has its own policy. The policies for mathematics, English, history, geography and science and other subjects detail the aims and objectives for each one together with the amount of time dedicated to them and the resources available. These policies are kept with the Scheme of Work and are available on request. All policies and schemes are kept in the resources room and each teacher keeps a copy of those relevant to their class in the classroom.

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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

PSHE has an important role in the School and is taught through timetabled lessons, assemblies, charity work, church visits, parent input amongst others. A scheme of work and policy is available in the resources room and class relevant schemes are kept in the classroom. The scheme reflects the school ethos and encourages respect for other people especially in regard to the protected characteristics in the 2010 Act.

The PSHE scheme was altered in 2015 to give greater emphasis to the importance of promoting British values and to extend the economic education of pupils. In 2021 a new scheme was introduced to include Health and Relationships and Sex Education.

PSED and CL are aspects of the Early Years education as set out in the Early Years Scheme.

A Creative Curriculum includes:

- Risking: having the self-confidence and freedom to fail and keep trying
- Envisaging: being original and imaginative about what might be
- Analysing: asking critical and challenging questions
- Thinking: taking time for reflection and soft thinking
- Interacting: sharing ideas and collaborating
- Varying: testing options and trying different ways
- Elaborating: exploring, fiddling, doing the unnecessary

Focus on **curriculum creativity** by:

- o Encouraging imagination and originality
- o Making time to reflect critically
- o Allowing space for thinking and choice
- o Giving freedom to fail with the confidence to try again

Create a **culture of collaboration** by:

- o Sharing values and ethos with the whole school community
- o Promoting the importance of talk and collaboration in consolidating learning
- o Ensuring everyone has the opportunity to learn from others
- o Promoting teamwork and detailed planning
- o Developing a distributed style that shares ownership and draws others into the organisation

Emphasise **cognitive approaches** by:

- o Advocating a range of teaching strategies and learning styles
- o Promoting the importance of learning across the curriculum
- o Encouraging teachers to make children active partners in their learning
- o Encouraging teachers to structure tasks and pace of learning to make it challenging and enjoyable

Make a real **commitment to the community** by:

- o Involving parents and carers at every opportunity

- o Focusing on the importance of the learning environment
- o Extending involvement into the local community and beyond

Promote child-centeredness by:

- o Promoting personal, social and spiritual aspects of the curriculum
- o Encouraging teachers to develop each child's confidence, self-discipline and understanding of their learning
- o Encouraging teachers to make learning vivid, real and meaningful with many first-hand experiences

Providing for children with special needs, additional needs, those with English as an additional language and the gifted and talented

It is important that all pupils have the opportunity to learn and make progress. This is ensured by a comprehensive SEND Policy which has been developed to review individual pupils regularly and to put in the appropriate identified support.

The children at the School are mixed ability and this will encompass those who are able gifted and talented, those of more average ability and those who require learning support.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children either by providing further support or by providing further challenges we do so and keep parents informed and consulted.

Teachers plan and adapt their weekly lessons according to pupils' needs. As the main cohort of pupils are above average ability, the plans are set to encourage high standards and enable high attainment whenever possible.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the DfE Special Educational Needs and Disability Code of Practice in providing for children with special needs. Class teachers work with the Learning Support staff to set targets for children and monitor progress through use of provision mapping and pupil profile meetings. For more information on access to the curriculum by all groups please refer to the SEND policy.

Children who are more able will find the lessons provide plenty of opportunity to challenge their knowledge base and their skills base.

Effective preparation of the pupils for the opportunities, responsibilities and experiences for life in British society.

British values are taught as part of the PSHE and SMSC curriculums and more detail is given there. These areas of the curriculum are part of all subjects and are also embedded in assemblies, PSHE lessons, school council, house elections, school trips e.g. houses of parliament etc.

In essence, the character of integrity and grit are already a fundamental part of our curriculum and extra-curricular values and have been at the heart of our education for a number of years. This is ideal preparation for life in British Society.