



CURRICULUM POLICY

This policy applies to the whole school including the Early Years Foundation Stage (EYFS). It applies to all staff, the Head, students on placement and volunteers working in the school. This policy refers to the most recent version of the Independent Schools Standards Regulations and is supported by appropriate plans and schemes of work and other school policies.

This policy is made available to parents and staff in written format and a copy can be located on the school's website.

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INTRODUCTION

We believe our curriculum must accommodate the needs of all our children at all stages in the process of lifelong learning. All children have a right to be considered in the planning process, to exercise choice within the broad framework of opportunities on offer and within the activities associated with a single course or experience.

The school recognises that children move between independent and maintained schools. Therefore, the school ensures that the national curriculum is incorporated into, but does not limit, our teaching.

The school aims to offer all children a broad and balanced curriculum to enable them to reach their full potential and to prepare them for a fulfilling adult life in modern Britain, ensuring that all pupils can function properly as adult citizens in the wide society. The School aims to prepare pupils for engagement with public institutions and society at both national and local level; and for civic responsibilities and contact with a wide range of members of society in England. The school's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act 2010. Pupils are taught respect and tolerance throughout daily school life and in every lesson and activity in which they take part, and are encouraged to respect all, regardless of gender, age, race, religion or belief, ability or disability.

In lesson planning, teachers will identify opportunities to actively promote fundamental British values; develop pupils' understanding of how people make decisions in the democratic process; an understanding of the rule of law and how this protects people and an understanding of how public bodies work, including the judiciary, Parliament and other British institutions. Pupils' resilience will be developed by helping them to understand how to stay safe, resist pressure and manage the risk associated with radicalisation. Teachers will also identify opportunities to help pupils learn about the importance of individual freedom of expression and how this is protected in law and the negative aspects of discrimination and prejudice. Teachers will record which of the aspects of these values are taught in the lesson on their planning sheets, as evidence of implementation. All members of staff have been trained in Safeguarding Child Protection and Prevent, in order to tackle any issues that may arise.



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MONITORING AND REVIEW

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster and Senior Management Team.

- It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at the school.
- The Headmaster and Deputy Head monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. The Deputy Head has responsibility for monitoring the way in which resources are stored and managed.
- The Deputy Head and Director of Studies are responsible for monitoring the way in which the school curriculum is implemented and will review each subject area during its cycle of review and development.
- The Headmaster and Deputy Head are responsible for the day-to-day organisation of the curriculum. The Headmaster monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the national curriculum and that all lessons have appropriate learning intentions and address the needs of all pupils.
- The Headmaster undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

1 CURRICULUM

All learners are entitled to experience a curriculum, which offers breadth of experience and balance of opportunities for learning, which acknowledges and builds on what has already been learned.

As well as breadth and balance, the curriculum must embody sufficient flexibility to meet the varying ages, needs, aptitudes and aspirations of all children, including children with an Education, Health and Care Plan (EHC).

It must also provide increasing challenges for the children and the possibility of progression, across the various transition points, to maximise each child's potential.

Such a curriculum will only be possible if we show the determination to exploit all possible sources of support, human and technological, to provide appropriate learning opportunities for all our children.

In particular, we must capitalise on the new and exciting opportunities presented by Information and Communication Technology to empower the children and put them in touch with a wide range of information.

Our curriculum aims to actively promote Fundamental British Values throughout the curriculum. All lessons, written and spoken, will be instructed in English.

The school strives to meet this challenge by accessing all possible resources and harnessing all possible opportunities.



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If all children are to have equality of access to an appropriate range, choice and quality of curricular experience, there are significant implications for the level of support and differentiation available to children with a wide range of attainment and interests.

The school's curriculum provision enables pupils to acquire skills in: speaking, listening, literacy and numeracy skills.

In accordance with regulatory requirements and as construed in accordance with Section 8 of the Education Act 1996, the school's curriculum provides for full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Children in the Preparatory Department have a form tutor. In lessons, they follow an extensive timetable, benefitting from specialist teaching staff for different curriculum subjects. They follow a programme of activities which is appropriate to their needs and which allows them the opportunity to learn and make progress during their time at school.

1.1 Linguistic Education

Provision is made to develop pupils' communication skills and increase their command of language through listening, speaking, reading and writing.

1.2 Mathematical Education

Pupils are helped to make calculations, to understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

1.3 Scientific Education

Pupils' knowledge and understanding of nature, materials and forces is increased and their skills associated with science as a process of enquiry are developed. For example, their skills in observing, forming hypotheses, conducting experiments and recording their findings.

1.4 Technological Education

The school meets Department for Education (DfE) regulations to teach technological skills through the use of information and communication technology; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. At the same time, consideration is also taken to teach children how to stay safe online.

1.5 Human and Social Education

The school's curriculum includes the study of people and their environment and how human action, now and in the past, has influenced events and conditions. In addition to studies in History and Geography, Spiritual, Moral, Social and Cultural Development (SMSC) contributes to this programme.

1.6 Physical Education

The curriculum develops the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their



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performance and helps them to acquire knowledge and understanding of the basic principles of fitness and health. Physical Education is held indoors and outdoors and will ensure equal opportunities for all pupils.

1.7 Aesthetic and Creative Education

This area of the curriculum and the processes of making, composing and inventing are covered in many subjects, specifically in art, music, drama, the study of literature and design&technology, which allows for personal, imaginative and practical responses.

1.9 Religious Education

Pupils' knowledge and understanding of different major world religions are explored to promote spiritual, moral, social and cultural development and engender respect for other people. We enable pupils to develop a sound knowledge of not only Christianity but also of other world faiths.

2 PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

The school aims to prepare children for adult life. We provide them with the skills to express themselves with confidence and clarity. PSHE is delivered as a discrete subject. The programme reflects the school's aims, ethos and values and encourages respect for other people and pays particular attention to the protected characteristics set out in the Equality Act 2010, of which gender equality within communities and societal roles is also covered.

The protected characteristic in section 4 of the Equality Act 2010 are as follows and will be referenced in curriculum documentation:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The school recognises that "Health" includes both physical and mental health, and will incorporate the subject into PSHE lessons where necessary. The school will also take into consideration materials provided by the DfE's guidance about health education and other materials such as Rise above and Promoting children and young people's emotional health and well-being: a whole-school and college approach.

The school will take into account, amongst other things, the emotional health and well-being, the ages of pupils and their learning abilities when delivering PHSE.

Pupils are taught respect in every sense of the word. It is our goal for the children to have a special tolerance and robustness, which exemplifies core values. They are to be emotionally knowledgeable and skilled, prepared for any challenge life asks of them.



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3 SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

British values are actively promoted in assemblies, lessons and reflected during celebrations, such as the Harvest Festival and celebrations of Christmas and Easter. Pupils are taught about respecting others of different faiths and beliefs and are taught about the important celebrations of other cultures.

Pupils are also taught about democracy, respect for the rule of law and its role in a democratic society, respect for English institutions such as the police and army and they are taught about the importance of individual freedom of expression and the negative aspects of discrimination.

There is a School Council. Pupils are given the opportunity to vote for their school counsellors each year. They are encouraged to put forward ideas for discussion at the School Council as way to practice contributing to a democratic process. Positions of responsibility are created, including Head Boy and Head Girl, Heads of Houses, Prefects, Sports Leaders and House Captains. Whenever possible, staff will develop the children's responsibilities, for example, looking after classroom registers and resources.

Pupils are encouraged to get involved in the local community through educational visits and participate in community events and fundraising for local charities, for example, the Food Bank and the local hospice.

- Please refer to separate document: SMSC Policy

4 RELATIONSHIPS AND SEX EDUCATION

This section shall have regard to guidance given under Section 80A of the Education Act 2002.

The school provides Relationships Education to all pupils from Reception through to Year 6 and is taught in conjunction with PHSE. The school provides basic Sex Education to pupils in Year 5 & 6.

Relationships Education provides an important symposium to give our pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations.

Relationships Education contributes to the foundation of the PSHE and offers a valuable conveyance for promoting equality between individuals and groups. It involves an exploration of human and social diversity; families and people who care for us; recognising caring friendships and respectful relationships, including online relationships and remaining safe.

The school shall ensure consultation is taken with parents/carers before delivery of any Relationships Education and will encourage parents/carers to voice any concerns they may have with the pupil's form tutor.

- Please refer to separate document: Relationships and Sex Education Policy



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5 TEACHING

It is important for the school to achieve and take a positive attitude towards learning, promote open discussion by pupils and staff of problems and themes which arise from the curriculum and everyday life. All members of staff have exceptional knowledge of their subjects.

The school ensures the teaching provided will:

- aid pupils to acquire new knowledge, make good progress, increase their understanding and develop their skills;
- foster self-motivation, application of intellectual, physical and creative effort, interest in their work, ability to think and learn for themselves and good behaviour.
- involve well-planned lessons and effective teaching methods, activities and management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of the school's pupils and will ensure these are taken into account in the planning of lessons;
- demonstrate good knowledge and understanding of the subject matter being taught;
- utilise effective classroom resources of a good quality, quantity and range;
- demonstrate that the framework is in place to assess pupils' work regularly and thoroughly and use information from the assignment to plan teaching to enable pupils to progress;
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly;
- will 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;
- not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

All pupils have access to the school libraries, computers and bookshelves where they are exposed to a wide range of books, resources and stimulating material. All reading material and resources are permitted into the school only once teaching staff have vetted them.

- *Please refer to separate document: School Library Policy*

5.1 Discrimination

5.1.2 Unlawful discrimination

The school is proud in establishing and maintaining a culture of equality, in which pupils with protected characteristics do not experience unlawful discrimination. The school does not and will not treat individuals less favourably through the means of direct discrimination, indirect discrimination, harassment and failure to make reasonable adjustments.

- Direct discrimination on the basis of a protected characteristic is always unlawful.
- Indirect discrimination is unlawful unless it is a proportionate means of achieving a legitimate aim.

Positive action is lawful to alleviate disadvantages experienced by, or to meet the needs of, pupils with particular protected characteristics.



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5.1.3 Teaching

Teachers will uphold public trust in the profession, and maintain high standards of ethics and behaviour, within and outside the school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- arrangements implicit to children in school such as the arrangements for lunch, or the school's response to bullying or harassment, about their value as a person, their human rights, the options available to them and their expectations for adult life.
- having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions

5.1.4 Protected Characteristics

The school will never tolerate practices, behaviours or interactions which may create or allow a hostile environment for pupils with protected characteristics. The school is focused on creating a positive and inclusive culture in which every pupil can feel valued and flourish.

Complaints of racist or homophobic bullying, including racist language, or failing to protect a transgender pupil against bullying by classmates will be dealt with following the school's anti-bullying and sanctions procedures.

- *Please refer to separate documents: Anti-Bullying Policy and Behaviour, Sanctions and Rewards Policy*

5.1.5 Race, Religion and Belief

The definition of race includes colour, nationality and ethnic or national origins. Religion or belief include lack of religion or belief.

The school will act appropriately to racial bullying and will deal with racial 'banter' as a serious issue. Segregation by race or ethnicity is unlawful.

5.1.6 Sex Discrimination

The school is co-educational and offers equal opportunities for all and will have regard to the Equality Act 2010 at all times.

5.1.7 Gender Identity (Gender Reassignment)

The School believes supporting transgender and gender questioning children is vital, and it is paramount to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

We have a responsibility to educate non-transgender students, whilst effectively supporting transgender and transgender questioning children in order to prevent transphobia. The school understands that it should not assume that all pupils are or will be heterosexual and cisgender. Where age appropriate, parents/carers are informed in advance of the content of this lesson. Issues relating to the topic may be visited during PSHE.

- *Please refer to separate document: Pupil Transgender Policy*



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5.1.8 Disability Discrimination

In accordance with the Equality Act 2010, “disability” is defined as a physical or mental impairment which has substantial and long-term adverse effect on a person, and therefore the school will ensure that it will:

- not discriminate against pupils or pupils with a disability (physical or mental impairment);
 - not discriminate within planning, teaching methods, classroom resources, behavioural management, values as a person, human rights and options available;
 - take reasonable steps to avoid placing disabled pupils at a substantial disadvantage;
 - ensure that any pupil with a disability will have access to all parts of the curriculum.
- *Please refer to separate document: Special Educational Needs and Learning Difficulties Policy and the School’s 3 Year Accessibility Plan.*

6 FRAMEWORK FOR PUPIL PERFORMANCE

The School provides parents with a detailed and clear assessment for performance of their child, which incorporate the School’s aims and ethos through the means of reports and formal meetings/consultations undertaken throughout the academic year. Each report is detailed with the child’s attainment, learning, effort grades and attitude to learning.

7 THE EARLY YEARS FOUNDATION STAGE

The curriculum that is taught in the Pre-Preparatory Department and Nursery meets the requirements set out in the Early Years Foundation Stage curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing all children’s skills and experiences and activities are planned which are appropriate to the child’s educational needs.

The curriculum is child-centred; focused upon the learning and development of the individual child’s personal, social, emotional and physical development and communication and language skills as well as developing them, aesthetically, morally and cognitively. We recognise that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, children-initiated and adult-led activities. The development of the children is considered crucial.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and the outdoor environment are provided, and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

The children are given opportunities to enjoy activities, from within the EYFS curriculum, which address all seven areas of learning:



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- Communication and Language.
- Physical Development.
- Personal, Social and Emotional Development.
- Literacy.
- Mathematics.
- Understanding the World.
- Expressive Arts and Design.

One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

Children in the Nursery and EYFS are allocated a Key Person and the ratio for adult supervision is in accordance with the regulations for the EYFS.

We ensure that a progress check is made for every child before their second birthday. The school uses EYLog to monitor and record the child's progress. We ensure that parents are updated with their child's progress, interests, learning styles and observations through the use of an online learning journal. This software allows parents to receive immediate updates regarding their child's progress and they can obtain a copy of their child's learning journey at any time.

7.1 Assessment at the end of EYFS – the Early Years Foundation Stage Profile

As part of the transition, we provide a report for Year 1 teachers along with the completed profile for each pupil who will enter Year 1 from the EYFS. The report and profile will also be shared with parents/carers to ensure all receive a well-rounded picture of the pupil's knowledge, understanding and abilities, the pupil's progress against expected levels, and their readiness for Year 1.

7.2 Safeguarding and Child Protection

The School has an implemented procedure and full explanation of actions to be taken where there are safeguarding concerns about a child, allegations made against a member of staff and the use of mobile phones and cameras in the setting. All members of staff are Safeguarding and Child Protection trained.

- *Please refer to separate document: Safeguarding and Child Protection Policy*

8 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We are fully committed to providing pupils with the necessary support and teaching who have English as an additional language. Where this is required an appropriate programme will be implemented.

- Please refer to separate document: English as an Additional Language (EAL)

9 SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES

From Year 3 to Year 6, the school welcomes all children who can make the most of the opportunities that it offers and who can flourish in the caring environment of school. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, provided that our learning support staff can provide them with the support that they



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require. We do not, however, have the facilities to offer highly specialised and intensive teaching.

The School takes guidance from the SEND Code 2015, which includes types of arrangements to support children with SEN and Disabilities. These arrangements include a clear approach to identifying and responding to SEN and Disabilities. It is recognised that identifying the need at the earliest point and then, so far as reasonably practicable, making effective provision, improves the long-term outcomes for children. Pupils with EHC Plans have their provision regularly reviewed by the School, Educational Professionals and the Local Authority. Recommendations are then acted upon in order to ensure that the education we provide fulfils its requirements.

- *Please refer to separate document: Special Educational Needs and Disability Policy*

10 HOMEWORK

Homework is accepted as an essential and valuable element of learning and we recognise the importance and value of homework as an extension and consolidation of classwork. All parents and pupils receive a homework timetable, which is attached to the back of the pupil's Homework Diary.

11 ABLE, GIFTED AND TALENTED

We aim to help all our children develop their skills and abilities, intellectually, emotionally and socially. We are committed to providing teaching that makes learning challenging, engaging and enables our children to reach their potential.

12 PLANNING FOR BREADTH AND BALANCE

12.1 Breadth is achieved by ensuring that all children experience a curriculum which contributes to their development of skills, knowledge and understanding and attitudes.

12.2 Balance is achieved within each phase of education by providing significant experience of activities and methodologies that develop key skills, knowledge and understanding and attitudes.

12.3 Coherence in planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

12.4 Relevance is achieved by taking into account the previous learning of the children and their readiness for new experience.

12.5 Differentiation is achieved by matching teaching, assessment and tasks to the children's ages, abilities and aptitudes. Differentiation requires variation in teaching approaches, classroom organisation and individual support as appropriate to pupils.

12.6 Progression is achieved by providing continuity within the curriculum from EYFS to Year 6. Promotion of lifelong learning.



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13 PLANNING FOR CONTINUOUS, COHERENT AND PROGRESSIVE LEARNING

13.1 Coherence is achieved when consistent and complementary approaches to learning and teaching are deployed; when children are aware of how different parts of their learning complement and support each other; acquired skills and knowledge can be applied across a wide range of contexts and situations.

13.2 Continuity and Progression are achieved when all learning takes account of previous experience, achievement and attainment; when children are provided with challenging but attainable tasks; when children have the opportunity to follow a programme of study at an appropriate level using materials, resources and methodology appropriate to levels of maturity.

14 TRANSITION SUPPORT

We ensure all our children are prepared for their transition into the next academic year and the next key stage. All our children have the opportunity to visit to their new rooms in the month of June. If we have new staff joining in the new term, we will ensure the new members of staff will attend at least one of these visits.

We ensure that all our Reception children's EYFS profile is shared with their parents, with an explanation of when and how the profile can be discussed with the teacher who completed it. Year 1 teachers will be given a copy of the child's profile, together with commentary on the child's skills and abilities, in relation to the three key characteristics of effective learning.

15 TEACHING STAFF

The School is not required to employ teaching staff who hold Qualified Teacher Status; however, they are at least expected to have relevant expertise or experience within that area.

16 RISK ASSESSMENTS AND OUTINGS

All members of staff ensure that steps are taken to, as far as reasonably practicable, eliminate or reduce the risks and hazards.

- *Please refer to separate documents: Risk Assessment Policy, Policy on Educational Visits for EYFS children and Policy on Educational Visits*

17 COMPLAINTS

A written procedure is in place for dealing with concerns and complaints from parents/carers. Should an inspection from the Independent School Inspectorate or Ofsted arise, due to a parent complaint, the School will notify parents/carers; after the inspection has taken place, a copy of the report will be supplied to parents/carers of children who attend School on a regular basis.

Please refer to separate document: Parent Complaints Policy



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18 SUMMARY

The working definition of the curriculum used in this policy is:

'The network of planned learning opportunities.'

Planned activities are all those organised to promote learning, personal growth and development. They include not only the formal requirements of the curriculum, but also the range of extra-curricular activities that are offered in order to enrich the experience of the children. They also include the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave.

These opportunities are available in a wide range of learning environments in our school, some formal, some informal, including EYFS, Pre-Preparatory and Preparatory departments, the Environmental Farm, libraries and sports facilities. The opportunities provided take account of the range of skills, knowledge and understanding, dispositions and values required for a personally rewarding life, productive future employment and effective citizenship. This is important in a multicultural society.

The planning of the curriculum should also recognise the changing needs of society and the interests of the children. Planning will also provide appropriate opportunities to actively promote fundamental British Values.

This policy provides a framework that translates the values and aims of the school into effective teaching and learning.

The policy covers both the national curriculum, which provides the legal foundation and secures an entitlement for all pupils, full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and physical, and aesthetic, creative and religious education and all that is learned in school, formally and informally, and within and beyond the school day through our own plans and schemes of work.

The general aims of the curriculum are to develop in our pupils:

- A love of learning.
- The ability to think logically and laterally.
- The capacity to express themselves coherently both verbally and on paper, good study habits and the willingness to take responsibility for their own learning and academic performance.

We have high academic expectations of all of our children and the pace of work is sustained and challenging. We expect our children to work hard and to take their studies seriously. We aim to give individual help and support to pupils of exceptional ability, who may need stretching, and to those who find some areas of the work more difficult.



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- The curriculum will cater for the needs of individual children from all ethnic and social groups, providing subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan (EHC), the most able and those who are experiencing any learning difficulties. Where a pupil has an EHC Plan, the education offered will enable the fulfilment of its requirements.
- We encourage pupils to acquire skills in speaking and listening, literacy and numeracy and other skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, providing adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.
- We provide personal, social, health and economic education which reflects the school's aims and ethos.
- We ensure that all pupils have the opportunity to learn and make progress.
- We ensure that there is a match between the child and the tasks s/he is asked to perform. Pupils above compulsory school age are offered a programme of activities which is appropriate to their needs.
- We deliver a broad and balanced curriculum.
- We provide effective preparation of pupils for the opportunities, responsibilities and experiences of British Society, which entails developing their values, skills and behaviours they need to get on in life by receiving a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.
- Throughout the curriculum, pupils are also prepared to engage with public institutions enabling them to further develop their skills.

The Curriculum Policy has been reviewed in September 2020 and will be reviewed in or before August 2021.



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19 ADDENDUM: COVID-19

19.1 Provision of Education

During the COVID period, the school continued to deliver remote learning opportunities to pupils. Teaching staff undertook formative and summative assessments, enabling them to have a clear understanding of pupils knowledge and understanding. On-going assessments of the pupils has allowed the school to plan and deliver a curriculum in September 2020 that addresses any gaps in pupils knowledge and skills.

19.2 Online Teaching

In the event children are unable to return to school on account of COVID-19 circumstances, remote education plans have been put in place for those subject to individual self-isolation requirements or groups of pupils ('bubbles') who are required to isolate following confirmed cases of COVID-19.

The schools also has a contingency plan in place to enable teaching to continue during any temporary whole-school closures due to local lockdowns, if such situations should arise.

19.3 RSE

Elements of RSE are already being taught within the school's curriculum. A review is currently being undertaken of the PSHE and RSE curriculum to ensure it is in line with expectations for September 2021.