

CURRICULUM POLICY

Legal Framework

The Curriculum Policy is written in accordance with the standards set out in *The Education (Independent School Standards) Regulations 2014*

The standards are contained in **PART 1: Quality of education provided**, accordingly as a school, we will ensure that a **written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively.**

The written policy, plans and schemes of work -

- take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan;
- do 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.
- **For pupils of compulsory school age:**
 - gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - that pupils acquire speaking, listening, literacy and numeracy skills;
 - personal, social, health and economic education which –
 - reflects the school's aim and ethos;
 - encourages respect for other people
- **For pupils below compulsory school age:**
 - provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- Ensure that all pupils have the opportunity to learn and make progress;
- Effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The standard is met if teaching at the school -

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- Fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned lessons and effective teaching methods, activities and management of class time;
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effectively classroom resources of a good quality, quantity and range;
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Does 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;
- Does not discriminate against pupils as set out in *Chapter 1 of Part 2 of the Equality Act 2010*.
- Ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Principles of Annan School curriculum

- That the standards set out in the legal framework are taken as a basis on which the school curriculum is built;
- That the National Curriculum is considered in the planning of the school's curriculum so that children have appropriate and transferrable learning and that in the early years the curriculum is determined by the EYFS;
- That, with the standards being taken as givens, the school provides a broad and balanced curriculum which is both innovative and engaging;
- That the curriculum is based on the school's aim to be a centre of excellence and innovation offering a fresh vision to education by using Froebel's theories;
- That children learn best in an environment where the curriculum is relevant, practical and appropriate for each individual child;
- That children are responsible for making choices, are respected as central to and active in the learning process in which they are engaged and involved in self-evaluating and make connections in their learning (The Froebelian principles of self activity and active learning);
- That children are valued for what they know already and that innovative, creative thinking is encouraged to enable children to think for themselves, take risks and solve problems;
- That the curriculum allows the children to have the time they need to embed their learning, to work in depth, to reflect, consolidate and transfer their learning/previous knowledge into new contexts;
- That the children develop physical skills and well-being encouraging them to recognise the importance of a healthy lifestyle and respecting themselves, others and their environment.
- That the school provides a curriculum which gives opportunities for wonder, exploration, excitement and collaborative purposeful learning;
- That learning can take place indoors and outdoors;
- That through an individualised approach, the school enhances the opportunities for each pupil to achieve their full potential having regards to the aptitudes, needs and prior attainments including those with an EHC plan;
- That the school believes that both observation and regular assessment of pupils' work is key to the teaching and learning planned for each pupil, thus ensuring that they make progress;
- That the school has a framework in place to track pupil progress, which can be evaluated by reference to the school's own aims as provided to parents.

Curriculum aims

The aims of the curriculum are built upon the school's four stage approach to teaching and learning:

That the curriculum will allow the teachers to **inspire** the pupils and enhance engagement with their learning. The subject areas are seen as dependent upon each other to be at their most effective and so the school has a cross-curricular, topic based approach, with relevant themes, often drawn from pupils own suggestions or interests. The inspiration for the topic would usually be through first-hand experience, a visit to a relevant place, or a visit by an expert in the field, or a combination of these.

That the curriculum will allow the pupils to extend their learning and **discover** more. To think about what they already know and to decide what else they would like to find out. The discover stage is the enquiry phase when pupils extend their knowledge and their understanding by asking questions, finding out and making connections across a broad range of curriculum areas to extend their learning.

That the curriculum will allow the pupils to **create**, to apply their knowledge in an innovative, imaginative and creative way, taking risks, thinking for themselves and solving problems. By this, the curriculum will have allowed each pupil to achieve a deeper level of understanding.

That the curriculum will allow the pupils to **communicate** what they now know. By becoming the 'experts' the pupils will have the opportunity to articulate, through speaking and listening skills, persuasive and informed writing skills, dance, drama and ICT, and where appropriate mathematical, numeracy and statistical skills. There will be time to evaluate through talk and reflection and link their learning back to the beginning.

Curriculum Subjects (Primary)

Core subjects

- Literacy
- Mathematics

Foundation subjects

- Science
- Design and Technology
- Art and Design
- Music
- Geography
- History
- ICT
- Physical Education (PE)
- Outdoor Learning (Forest School)
- Religious Education (RE)/PSHE
- French (MFL)

Cross-curricula learning (Topic based approach)

Foundation subjects (with the exception of MFL and PE) are generally taught using the cross-curricula topic based approach. The cross-curricular nature of the school's thematic approach to teaching contributes to all-round learning opportunities and to a broad, balanced, relevant and differentiated curriculum. Planning the curriculum in this way embraces a holistic view of the curriculum, sets learning in realistic contexts and draws upon children's interests. We take a whole school approach when choosing a topic as far as possible.

The choice of topics is based on a number of factors such as children's suggestions or interests, current exhibitions or celebrations and also a consideration of coverage of the full curriculum. A topic would normally last for a term.

During years 5/6, whilst retaining the thematic approach, pupils will be introduced to the subject disciplines and some of the topic work explored within different 'subject' area.

EYFS Curriculum

The kindergarten at Annan follows the curriculum as outlined in the Early Years Foundation Stage (EYFS) document. See EYFS section of this folder.

Programmes of Study

In Key Stages 1 and 2 there is a programme of study for each of the subject areas of the curriculum. There are Programme of Study for Literacy, Mathematics, Science, Art and Design, ICT, Design and Technology, Geography, History, Music, PE, French, Personal Social Emotional and RE. Teachers plan the development of the topics to ensure that all curriculum areas are covered.

Much of the curriculum for Mathematics, PE, French and RE are taught separately from the topic however some maths and RE skills can be often be integrated. Coverage of the *Core subjects* is recorded on the skills progression documents including mathematics, reading and writing. *Foundation subjects* are tracked on the long term coverage sheets.

In the early years the EYFS determines the curriculum.

Subject weighting (KS1/2)

Core Subjects	45%	(50% including MFL & PE)
Foundation subjects	55%	(50% excluding MFL & PE)

Differentiation and Challenge

High quality teaching and inspirational learning activities are key to providing challenge and engagement for our pupil. We have high expectations for every child to realise their full potential in particular in the core skills of literacy and numeracy.

With small classes allowing greater opportunity for individual attention and feedback from the teaching staff children are fully supported and challenged to succeed academically. Teachers plan work at a suitably differentiated level for all children in their class which also allows children to be involved in setting their own targets and levels of challenge. Support staff are fully involved in supporting children in the classroom and contribute to planning and evaluation of children's work.

Long and Medium term Planning

Teachers use team planning meetings held every half term to plan each topic and review mid-way through. Teachers write a medium term topic plan to ensure a secure coverage of skills in all areas of the curriculum. Teachers refer to and are informed by the longer term curriculum coverage records kept for each foundation subject when writing their objectives for the topic. These records also ensure teachers can track back over previous topics.

Medium topic plans are kept in the planning folder and over the course of the term the teacher highlights what of the planned objectives have been covered and annotates with any additional skills/knowledge the children have gained as the term progresses.

Short Term Planning

Teachers prepare a weekly plan, supported by planning notes/lesson plans (where appropriate) which detail objectives for the week for each area of the curriculum. These notes also include how any TA or INAs are to be deployed and show resources and differentiation as appropriate.

Lesson learning objectives

- Teachers decide whether a specific learning objective is helpful to a particular activity in which case this would be made known to the children.
- At other times the teacher may consider it important not to make a specific objective apparent to the class but would in the spirit of a discovery approach allow the children to work out the learning intentions and feedback afterwards.
- For a formally observed lesson the teacher would produce a lesson plan showing a lesson objective as appropriate.

Reflection and Evaluation

At the end of the topic children celebrate their new knowledge and also reflect on what they have learned through sharing their work with others and a process of self-evaluation.

Teachers make reflective notes throughout the topic and do a final evaluation at the end.