

# COOPERSALE HALL SCHOOL CURRICULUM POLICY

## 1. Introduction

The 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 pupils' experiences.

It also includes the 'hidden curriculum' – what the pupils learn from the way they are treated and expected to behave. We want our pupils to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge, skills and understanding in order to achieve their true potential and to establish the building blocks for secondary education. We aim to teach the children how to study in order to help them become confident, self-disciplined individuals, capable of engaging in a lifelong process of learning.

- 1.1 Our curriculum aims to promote not only the pupils' academic development, but also their social, moral, spiritual, cultural and emotional development. It is a continually developing area of everyday school life.
- 1.2 We seek the highest standards of attainment for all our pupils. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our pupils, and to help them become independent learners. Above all, we believe in making learning fun.
- 1.3 We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning.
- 1.4 We acknowledge the need to continually review our current programmes of study to provide flexibility to meet the pupils' individual needs and to build on their prior learning.

## 2. Values

The main objective of the School is to educate the pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives. This is achieved through the curriculum.

These are the main values of our School, upon which we base our curriculum:

- We value the individuality of each child, we listen to their views, and we promote respect for diverse cultures
- We value the spiritual, moral, cultural and social 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, co-operation and understanding among all members of our community
- 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 pupils, 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 the School Curriculum are:

- 1.1 To provide a balanced and broadly based curriculum in line with the National Curriculum which give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

- 1.2 To give the children opportunities to develop the prime skills of speaking and listening, as these are the essential tools for learning to read, to write, to be numerate and indeed, to be successful in virtually all the learning our children undertake at school and elsewhere.
- 3.3 To ensure that the areas of learning for pupils in the EYFS and the subjects and courses offered to older pupils at each stage of the School:
  - Contribute effectively to their intellectual, physical and personal attainment and development
  - Are appropriate for their age and ability
  - Prepare them for the next stage of their education
- 3.4 To ensure that the curriculum is planned to provide continuity and progression of learning between year groups and key stages.
- 3.5 To ensure that there is equality of access and opportunity for all pupils to learn and develop their skills to the best of their ability, and to make progress.
- 3.6 To ensure that the School meets the curricular requirements of those pupils who require special provision, including learners with difficulties and/or disabilities, special educational needs, very able pupils, and those for whom English is a second language.
- 3.7 To enrich the curriculum by offering a variety of extra-curricular activities, including sport, music and drama in order to offer pupils the opportunity to develop and extend their individual talents and to increase their self-confidence, thereby providing experiences in physical, aesthetic and creative learning situations.
- 3.8 To provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development; to teach pupils to have an awareness of their own spiritual and health development which reflects the School's aim and ethos, to distinguish right from wrong, and to grow up committed to equal opportunities and tolerance for all.
- 3.9 To offer educational opportunities which enable pupils to be creative and to develop their own thinking and initiative to become independent learners.
- 3.10 To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others in our multi-cultural society.
- 3.11 To promote a positive attitude towards learning so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- 3.12 To prepare children for the various entrance assessments, NFER tests and the 11+ exam.
- 3.13 To offer additional opportunities and experiences that enhance learning in National Curriculum subjects.
- 3.14 To provide the learning environment to prepare for the opportunities, responsibilities and experiences of adult life.

#### **4. Implementation of Aims**

- 4.1 The curriculum is broad in that it offers all subjects required in the National Curriculum with the additional subjects: French and Reasoning. It is balanced in that all pupils are taught Arts, Humanities, ICT and Science with cross-curricular links created wherever possible. This,

combined with the extra-curricular programme, ensures that all pupils receive a well-rounded education with plenty of opportunities to develop their individual talents.

- 4.2 The EYFS Coordinator oversees and reviews the curriculum in the EYFS and the KS1 Coordinator has the same role in the Infants Department. The Deputy Head oversees and regularly reviews the curriculum in the Junior Department in consultation with the Headmistress, SMT, Subject Coordinators and, where applicable, class teachers. The criteria stated in aim 3.2 are adhered to in the regular curriculum review. All subject coordinators are responsible for their subjects in Key Stage 1 and Key Stage 2.
- 4.3 The Deputy Head consults with the EYFS Coordinator to ensure continuity from the Early Years Foundation Stage through to Key Stage 2. The Subject Coordinators are responsible for ensuring continuity throughout the Key Stages and for checking for overlaps in content across the different subjects. They are responsible for providing clear schemes of work indicating the subject matter to be covered in each subject in each year group in consultation with the class teachers.
- 4.4 All pupils cover the same basic syllabus. Delivery is, however, differentiated according to the needs and ability of each child. This is mainly achieved through differentiated group and individual work. Teaching assistants help either within the classroom with a particular group or by withdrawing a group or individual from the class. From Transition upwards every child reads individually on a regular basis.
- 4.5 The School SENCo is responsible for assessing the needs of pupils throughout the School with special needs such as Dyslexia and for liaising with class teachers to write Individual Educational Plans. The SENCo gives advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within all age ranges of the School. Class teachers ensure that pupils whose first language is not English receive extra individual support in English, if necessary. (Refer to the Special Educational Needs Policy and EAL policies).
- 4.6 Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as gifted or talented. The SENCo, the appropriate Subject Coordinator and the class teacher will ensure that the educational programme offers suitable challenges to the gifted and talented pupils. A register of gifted and talented pupils is kept. The School's strategy and provision for these pupils is continually reviewed (further details can be found in the Gifted and Talented Policy).
- 4.7 The Headmistress oversees and regularly reviews the provision of extra curricular activities, ensuring a balance of opportunities to pupils. Sport, Art, Music, Drama, Chess, cookery and other activities are made available to enhance the curriculum.
- 4.8 A number of speakers are invited to take assembly during the year to talk about different religions and charities. The police visit all senior classes to talk about issues such as safety and drugs. Health and sex education issues are covered in Science lessons.
- 4.9 The Deputy Head works with the class teachers to ensure that pupils are prepared thoroughly for the NFER testing taken during each academic year.
- 4.10 Creativity is encouraged in every aspect of the curriculum. Pupils are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum.

- 4.11 The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school. Pupils learn to cultivate self-discipline, self-esteem, responsibility and tolerance.
- 4.12 The KS1 and KS2 Coordinators work with the KS1 and KS2 class teachers to ensure that pupils are prepared thoroughly for entrance tests to senior schools at 11+. There is a strong emphasis on progress in English and Mathematics, and Science is also regarded as a core subject. All pupils who are going for interviews at other schools for 11+ entry are offered practice interviews by the Headmistress.

## **5. Curriculum Content**

The School's curriculum, with the exception of the Early Years Foundation Stage, is based as a minimum on the National Curriculum. French is included from Transition and forms an enjoyable introduction to MFL.

In the EYFS, the curriculum is based on the Early Learning Goals and complies with the EYFS Statutory Guidance. A registration certificate from Ofsted is in place for 'rising threes' in the Lower Kindergarten.

## **6. Organisation and Planning**

- 6.1 A Scheme of Work Plan is agreed for each Key Stage in each subject.
- 6.2 The medium term plans for each half term provide clear guidance on the objectives and teaching strategies for each topic. Many of these are taken directly from the QCA guidance documents. The national schemes of work are also used for much of the medium-term planning in the foundation subjects. The Headmistress, Deputy Head and relevant Subject Coordinators receive copies of the medium-term plans on a termly basis. They are used for future planning and analysis of pupils' progress, and provide the Subject Coordinators with an overview of their subject across all the age groups within the school.
- 6.3 The short-term plans are written by the teachers on a weekly or daily basis in their teacher's planner. These set out clearly the learning objectives for each session(s), and identify what resources and activities are to be used in the lesson. These plans also include information regarding differentiated tasks and the use of the learning support staff in the classroom.
- 6.4 In the Early Years Foundation Stage, and in certain areas at KS1, an inter-disciplinary topic approach to curriculum planning is adopted. There is a coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 6.5 In KS2 the National Curriculum subjects are taught separately, with French, ICT, Music, PE and Science taught by specialist teachers. Some classes concentrate on a history topic for one half term and then switch to a greater emphasis on geography in the next half term. Thus, in due course, each child has the opportunity to experience the full range of national Curriculum subjects. Cross-curricular links in KS2 subjects occur when appropriate.

## **7. The Curriculum and Inclusion**

- 7.1 The curriculum is designed to be accessed by all children who attend the School.
- 7.2 The School does all it can to meet the individual needs of the children and complies with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need by completing the SEN Identification form. In many instances, the class teacher is able to provide the resources, differentiated tasks and educational opportunities that meet the child's needs within normal

class organisation with the assistance of the Learning Support staff. This also applies to any child identified as 'gifted and/or talented' in any curriculum area.

- 7.3 A review date is set for every child with a SEN Identification form. If insufficient progress has been made, the class teacher, SENCo and learning support assistant set and record targets on the Individual Education Plan form.
- 7.4 Alternatively, it may be necessary to place the child on School Action, using the Individual Education Plan form.
- 7.5 If adequate progress is not made, at School Action Level, it may be necessary to move the child to the next level, School Action Plus, when the parents of the child concerned will be advised to seek professional advice. (See School SEN Policy and Gifted and Talented Policy for more details).
- 7.6 The School is committed to making reasonable adjustments to meet the needs of pupils who have disabilities, as it is to meeting the needs of all groups of pupils in the School. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared to able-bodied pupils. Teaching and learning is appropriately modified for pupils with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted. It may be appropriate to apply for a 'Statement of Educational Need' in which case further individual help may be offered to a particular student.

## **8. The Early Years Foundation Stage**

- 8.1 The curriculum taught in the Early Years classes meets the requirements set out in the revised Early Years Foundation Stage Framework. The curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing pupils' skills and experiences.
- 8.2 The School fully supports the principle that young pupils learn through play, and by engaging in well-planned and structured activities. Teaching in the Transition classes builds on the experiences of the pupils in their Nursery learning.
- 8.3 The skills development of each child is assessed by the teacher after each half term in the Transition classes. This assessment forms an important part of the future curriculum planning for each child.
- 8.4 The School is well aware that all pupils need the support of the parents and the teachers to make good progress in School. The School strives to build positive links with the parents of each child, by keeping them informed about how the pupils are being taught, and how well each child is progressing.

## **9. The Role of The Subject Coordinator**

- 9.1 The role of the Subject Coordinator is to:
  - Provide a strategic lead and direction for the subject throughout Key Stages 1 and 2.
  - Support and advise colleagues on issues related to the subject
  - Monitor pupils' progress in that subject area including the less able and the gifted and/or talented pupils
  - Provide efficient resource management for the subject
- 9.2 Each Subject Coordinator should keep up-to-date with developments in their subject, at both national and local level.

- 9.3 The Subject Coordinator reviews the way the subject is taught in the School, monitors resources, makes lesson visits where possible and provides constructive feedback, ensures that cross-curricular activities are included in planning and plans for improvement. This subject development planning links to whole school objectives.
- 9.4 Each Subject Coordinator annually reviews the curriculum plans for the subject in liaison with the class teachers to ensure that there is full coverage of the National Curriculum and monitors that progression is planned.
- 9.5 The Subject Coordinator should be available to assist the class/specialist teacher to identify a gifted/talented child in their subject area.
- 9.6 The Subject Coordinator is responsible for providing the class teacher with appropriate teaching resources for the less able and gifted/talented pupils. (Refer to Gifted and Talented Policy).
- 9.7 The Subject Coordinator will assist the Curriculum Coordinator in monitoring the quality of provision for these pupils within the School's curriculum and timetable.
- 9.8 The Subject Coordinator will assist the Curriculum Coordinator and class/specialist teacher in providing informed feedback to parents about their child's progress.

## **10. Allocation of Time**

Lower Kindergarten (part time) has its own assemblies. The curriculum is based on the Early Learning Goals but is very flexible so as to take into account the individual needs and development of each child. Lessons are from 8.45am to 12noon. Total attendance time: 15 hours.

Upper Kindergarten attends one assembly per week and Transition (full time) attends three assemblies per week.

The Key Stage 1 day starts at 8.45am and finishes at 3pm. The Key Stage 2 days starts at 8.45am and finishes at 3.30pm.

KS1 attend four assemblies per week. They have specialist teachers for Music, French, Science, ICT and PE and are otherwise taught by their class teacher and learning support assistants. The curriculum is based on the National Curriculum.

KS2 attend four assemblies per week, one radio assembly and one hymn practice. Specialist teachers are provided for Music, French, PE, swimming, ICT, and Science and are otherwise taught by their class teacher and teaching assistants. The curriculum is based on the National Curriculum.

## **11. Monitoring and Reviewing**

- 11.1 The Headmistress is responsible for monitoring the way the School Curriculum is implemented. Responsibility for the implementation of the aims also lies with the School Deputy Head, the Key Stage Coordinators, the Subject Coordinators and the SENCo.
- 11.2 The Deputy Head is responsible for the day-to-day organisation of the curriculum. The Headmistress receives a copy of each subject's medium term plan for every year group every term. The information included on these medium term plans help the Headmistress to ensure that all classes are taught the full requirements of the School's curriculum and that all lessons have appropriate learning objectives.
- 11.3 Subject Coordinators will produce subject targets every year, which are then discussed with the Headmistress and Deputy Head. Specific subject focuses become part of the School Development Plan.

11.4 This policy will be reviewed every two years, or before if necessary.

**THIS POLICY WAS REVIEWED AND UPDATED IN FEBRUARY 2011  
KAYE LOVEJOY**