



Coopersale Hall School

Curriculum Policy

Main School and EYFS

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 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 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.
- Our curriculum aims to promote not only the children's intellectual development, but also their social, moral, spiritual, cultural and emotional development. It is a continually developing area of everyday school life.
- 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 and logical thinking in our children, and to help them become independent learners. Above all, we believe in making learning fun.
- We plan our curriculum to challenge the children, to engage them in practical activities and to provide them with opportunities for co-operative learning.
- 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.

Values

The main objective of the School is to educate the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and to prepare them for the opportunities, responsibilities and experiences of later life. 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 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.

Aims

The aims of the school curriculum are:

- To provide a balanced and broadly based curriculum in line with the National Curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- 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.
- To ensure that the areas of learning for children under five 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, ability and ethnicity
 - Prepare them for the next stage of their education
- To ensure that the curriculum is planned to provide continuity and progression of learning between year groups and key stages.
- 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.
- 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.
- To enrich the curriculum by offering a variety of extra-curricular activities, including sport, music, languages, art and drama in order to offer pupils the opportunity to develop and extend their individual talents and to increase their self-confidence and social skills, thereby providing experiences in physical, aesthetic, creative and personal learning situations.
- To provide a range of opportunities within the school day and the curriculum for personal, moral, cultural and social development; to teach children to have an awareness of their own spiritual, emotional 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.
- To offer educational opportunities which enable children to be creative and to develop their own thinking and initiative to become confident, independent learners.
- 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.
- To promote a positive attitude towards learning so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To prepare pupils for the various entrance tests they sit and the yearly InCAS exams.

- To offer additional opportunities and experiences that enhance learning in National Curriculum subjects.
- To provide the learning environment to prepare for the opportunities, responsibilities and experiences of adult life.

Implementation of Aims

- The curriculum is broad in that it offers all subjects required in the National Curriculum with the additional subject of French. It is balanced in that all pupils are taught Arts, Humanities, ICT and Science. History and Geography are combined together in a Topic-based curriculum throughout KS1. In KS2 cross-curricular links are created with other subjects such as Maths, English, ICT, Music and Science 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.
- The EYFS Coordinator oversees and reviews the curriculum in the Early Years Foundation Stage in consultation with the Foundation Stage staff. The Deputy Head oversees and reviews the Key Stage 2 curriculum in consultation with the Subject Coordinators and class teachers and the Key Stage 1 Coordinator oversees and reviews the Key Stage 1 curriculum.
- The Deputy Head consults with the Key Stage 1 Coordinator, the Head of Early Years and the Subject Coordinators to ensure continuity throughout the school for the different subjects, particularly for long term planning which is reviewed regularly. Medium Term plans are checked termly. Each Subject Coordinator produces a three year vision for their subject which is incorporated within the School Development Plan. These are evaluated annually by the Coordinators and the SLT.
- 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. Support teachers help either within the classroom with a particular group or by withdrawing a group or individual from the class. In Transition and Form 1 each child reads individually at least three times a week and if possible every day.
- The School SENDCo is responsible for assessing the needs of all pupils in the School with special needs such as Dyslexia and for advising class teachers on writing Individual Learning Plans. She provides support and advice to staff, parents and pupils, liaises with external agencies and monitors and develops special needs provision within the School. Class teachers ensure that children whose first language is not English receive extra individual support in English, if necessary. (Follows SEND and EAL policies).
- Class and specialist subject teachers are responsible for identifying those pupils who require special help, including those categorised as gifted or talented. The Deputy Head, the SENDCo, 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 together with examples of their work to record their progress. The School's strategy and provision for these pupils is continually reviewed (further details can be found in the Gifted and Talented Policy).
- The Headmistress oversees and reviews the provision of extra-curricular activities, ensuring a balance of opportunities in Sport, Art, Music, Drama, Languages and other activities are available to enhance the curriculum.

- The Headmistress plans the assembly programme whilst the RE/PSHE Coordinator and class teachers plan programmes for RE/PSHE time to educate the pupils in their personal, social, moral, cultural and spiritual development. A number of speakers are invited to take assembly during the year to talk about different religions and charities. Occasionally, a health visitor or nurse is invited to talk to Key Stage 1 and Key Stage 2 pupils about health issues and sex education and a policeman visits all classes to talk about issues such as safety and drugs. Health issues are also covered in Science lessons.
- Key Stage 2 Coordinators work with the class teachers in Key Stage 2 to ensure that pupils are prepared thoroughly for entrance tests to local schools. There is a strong emphasis on progress in English and Mathematics and pupils are taught reasoning from Year 3 to Year 6. All pupils who are going for interviews at other schools for 11+ entry are offered mock interviews by the Headmistress. Science is also regarded as a core subject in the KS1 and KS2 curriculum.
- Creativity is encouraged in every aspect of the curriculum but particularly in English writing, art, DT, music, drama and dance. Children are encouraged to contribute their own ideas and to think for themselves. Initiative and creative ideas are encouraged throughout the curriculum. All classes in Reception and Key Stage 1 perform a musical show for their parents every year. Key Stage 2 children perform either an assembly or play depending on which year group they are in.
- The curriculum is enhanced by educational visits and special events/visitors in school, which support study in school. Through these trips, pupils learn to cultivate self-discipline, self-esteem, confidence, responsibility and tolerance.

Curriculum Content

- The School's curriculum, with the exception of the Foundation Stage, is based as a minimum on the National Curriculum and the requirements of entrance examinations to local schools which involve the teaching of verbal and non-verbal reasoning skills. French is included in both Key Stages of the curriculum and in Reception, and forms an enjoyable introduction to foreign languages.
- In the Foundation Stage the curriculum is based on the seven areas of learning. ICT forms an integral part of the curriculum of each key stage. The curriculum is further enriched by a special emphasis on participation and achievement in the performing arts and in sport.

Organisation and Planning

- The curriculum is planned in three phases. A long term plan is agreed for each key stage, in each subject, which indicates what topics are to be taught in each term, and to which groups of children. These long term plans are reviewed on an annual basis.
- The medium term plans provide clear guidance on the key skills, learning outcomes (including differentiation) suggested differentiated activities, teaching strategies, resources and websites, and use of learning support staff for each lesson. Many of these are taken directly from the DfE guidance documents. The national schemes of work are also used for much of the medium term planning in the foundation subjects. Each session is evaluated on these plans in terms of pupil achievement and understanding and how successful the lesson was. The Deputy Head is responsible for the curriculum and relevant subject Coordinators receive copies of the medium term plans on a half termly basis. They are used for future planning and analysis of pupil's progress, and provide the Subject Coordinators with an overview of their subject across all the age groups within the School.

- The School has established a systematic phonic scheme of work throughout all three key stages to provide the children with decoding and encoding skills for reading and spelling. This is the “Letters and Sounds” programme.
- In the 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.
- In KS2 the National Curriculum subjects are taught separately, with French, ICT, Music, PE and Science taught by specialist teachers. In KS1 Humanities (History and Geography), Art and D/T are taught through a topic based approach. Some classes may however, concentrate on a historical topic for one term and then switch to a topic with a greater geographical emphasis in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. In KS2 Humanities, Art and DT are taught as separate subjects though cross-curricular links in KS2 subjects occur when appropriate. ICT is used to enhance learning across the whole curriculum.

The Curriculum and Inclusion

- The curriculum is designed to be accessed by all children who attend the School.
- The School does all it can to meet the individual needs of the children and complies with the requirements set out in the SEND 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 SEND Identification Form (updated termly). 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/more able’ in any curriculum area. However, if appropriate, the SENDCo/G&T Coordinator organise teaching time outside the classroom to provide individual help/extension activities to these particular children at specific times during the academic year. (see SEND/G&T policies for more details)
- The School is committed to making reasonable adjustments to meet the needs of children who have disabilities, as it is to meeting the needs of all groups of children in the School. 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 is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapt

The Early Years Foundation Stage

It is our aim to plan effectively and provide continuity and progression in learning. At Coopersale Hall School, the children’s learning in the Early Years department (Lower Kindergarten, Upper Kindergarten, Transition) is based on the Early Years Foundation Stage Statutory Framework 2012 as required by the DfE.

The following four principles form the basis of the EYFS:

<ul style="list-style-type: none"> • A unique child 	every child is a competent learner from birth who can be resilient, capable, confident and self assured.
<ul style="list-style-type: none"> • Positive Relationships 	children learn to be strong and independent from a base of loving and secure relationships with parents and or a key person.

<ul style="list-style-type: none"> Enabling Environments 	the environment plays a key role in supporting and extending children’s development and learning.
<ul style="list-style-type: none"> Learning and Development 	children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

The Early Years Foundation Stage curriculum is covered by child initiated and adult led activities which include the following seven areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

It is extremely difficult to allocate a certain length of time to each of the above areas of learning as the activities planned and offered to pupils are very cross-curricular and are topic-based, e.g. ‘colours’ in Lower Kindergarten; ‘woodland animals’ in Upper Kindergarten; ‘ourselves’ in Transition.

Lower Kindergarten have lessons with specialist teachers for music and dance and are otherwise taught by their class teachers. Their curriculum is based on the Early Years Foundation Stage but is very flexible so as to take into account the individual needs and development of each child.

Upper Kindergarten attend two assemblies per week. They have specialist teachers for French, music, PE and dance and are otherwise taught by the six key workers, who arrange activities which cover the Early Years Foundation Stage. All pupils attend in the mornings (9.00 am to 12 noon). Parents may choose how many afternoon sessions they wish their children to attend.

Transition attend four assemblies per week. They have specialist teachers for music, French, PE, ICT and dance and are otherwise taught by their class teacher and learning support assistant. The curriculum is based on the Early Years Foundation Stage.

Early Years Foundation Stage: Specialist Provision

Lower Kindergarten (rising 3 years)	
Specialist Provision	Time allocation per week
Physical Development: PE/Dance	Approx 20 minutes
Creative Development: Music	Approx 40 minutes
Upper Kindergarten (rising 4 years)	
Specialist Provision	Time allocation per week
Physical Development: PE/Dance	Approx 45 minutes
Creative Development: Music	Approx 40 minutes
Transition (rising 5 years)	
Specialist Provision	Time allocation per week

Physical Development: PE/Dance	Approx 50 minutes
Creative Development: Music	Approx 75 minutes
Knowledge and Understanding of the World: ICT	Approx 30 minutes
French	Approx 30 minutes

Key Stages 1 and 2

The Role of the Subject Coordinator

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 pupil's progress in that subject area including the less able and the gifted/talented pupils.
- Provide efficient resource management for the subject.
- Provide a link between the Early Years and KS1/KS2 Programmes of Study.
- Each Subject Coordinator should keep up-to-date with developments in their subject, at both national and local level.
- The Subject Coordinator reviews the way the subject is taught in the School, monitors resources, makes lesson visits and provides constructive feedback, ensures that cross-curricular activities are included in schemes of work and plans for improvement. This subject development planning links to whole school objectives.
- 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 into schemes of work.
- The Subject Coordinator also keeps evidence of children's work to illustrate the achievements of children at each key stage, and to exemplify the attainment expected at each level.
- The Subject Coordinator should be available to assist the class/specialist teacher to identify a gifted/talented child in their subject area.
- 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).
- The Subject Coordinator will assist the Deputy Head, who is responsible for the curriculum, in monitoring the quality of provision for these children within the School's curriculum and timetable.
- The Subject Coordinator will assist the Deputy Head and class/specialist teacher in providing informed feedback to parents about their child's progress.

Allocation of Time

Year 1 attend three assemblies and one hymn practice per week. They have specialist teachers for music, French, PE, ICT, football, dance and Science and are otherwise taught by their class teacher and learning support assistant. The curriculum is based on the national curriculum.

Year 2 attend three assemblies and one hymn practice per week. They have specialist teachers for music, French, PE, ICT, football, dance, Science.

Year 3 to Year 6 attend four assemblies and one hymn practice per week. They have specialist teachers for music, PE, ICT, swimming, dance, Science and French.

In most year groups drama is taught via the annual class show/assembly which usually incorporates drama, music and dance. In the term in which the show/assembly is performed, music and other curriculum time is used to rehearse for the show. There is a strong emphasis on performance in the School. Pupils also perform to other classes in assembly time.

Fundamental British Values

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. More information is available in the SMSC Policy.

We aim to educate our pupils to have:

- An understanding of how citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- An understanding that the freedom to hold other faiths and beliefs is protected in law
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- An understanding of the importance of identifying and combatting discrimination.

Some of the ways in which we teach our children about these values is by:

- including in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensuring that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- using opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- using teaching resources from a wide variety of sources to help pupils understand a range of faiths
- considering the role of extra-curricular activities, including any run directly by pupils, in promoting fundamental British values.

Monitoring and Reviewing

- The Headmistress is responsible for monitoring the way the school curriculum is implemented. Responsibility for the implementation of the aims also lies with the Deputy Head, the Key Stage Coordinators, the Subject Coordinators and the SENDCo.
- The Headmistress is responsible for the day-to-day organisation of the curriculum. The Headmistress and Deputy Head have access to a copy of each subject's medium term plan for every year group every half 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. An evaluated copy of these medium term plans for each subject taught to every class is passed to the Headmistress, Deputy Head and relevant Subject co-ordinator at the end of each half term. This system ensures that the content and delivery of the curriculum is closely monitored and discussed.
- Each subject policy is reviewed and updated yearly by the appropriate Subject Coordinator, overseen by the Deputy Head.
- Subject Coordinators write a Subject Development Plan every year, which is then discussed with the Headmistress and Deputy Head. Specific subject focuses become part of the School Development Plan.
- This policy will be reviewed at least every two years.