



## **CURRICULUM POLICY**

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key stages 1/ 2 and Years 7 and 8 ), and enable them to be successful in the community.

We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, More Able, Home Learning, SEND, SMSC and British Values and Teaching and Learning policies.

**This policy is available to parents and prospective parents on the school's website and by request from the School Office.**

### **LEGISLATION AND GUIDANCE**

This policy reflects the requirements for the Independent Schools to provide a broad and balanced curriculum as per the Independent School Standards 2015, and the National Curriculum programmes of study which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

### **AIMS**

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in differentiated groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils, from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

## **THE CURRICULUM AND INCLUSION**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual needs. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. We always provide additional resources and appropriate support for children with special needs. Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

## **ROLES AND RESPONSIBILITIES**

### **THE SENIOR MANAGEMENT TEAM**

The Senior Management Team will monitor the effectiveness of this policy.

The Senior Management Team will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **THE PRINCIPAL**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Senior Management Team
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **THE ROLE OF THE SUBJECT LEADER**

The role of the subject leader is to:

- *provide a strategic lead and direction for the subject;*
- *support and advise colleagues on issues related to the subject;*
- *monitor pupils' progress in that subject area;*
- *provide efficient resource management for the subject.*

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

### **OTHER STAFF**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **RECEPTION CURRICULUM**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in September 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development

- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## ENGLISH

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught overtly in curriculum (timetabled lessons) and in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Children in the Reception class are taught early reading using the school's own intensive Phonic programme. Our Early Phonic reading scheme is called **Primary Phonics**. We also use **The Jolly Phonics** and **Schofield & Sims** and **Letters and Sounds** scheme plus Montessori Phonics Resources. Phonic awareness helps the development of reading by segmenting and blending sounds.

Children in Year 1 to 6 use several Reading scheme books in the early stages, starting with Primary Phonics and including the Dandelion Readers and Oxford Reading Tree series. They then progress through the Ginn 360 Reading Scheme, starting with Level 5. There is a folder for each class kept in the library, containing each child's individual record.

At the front of each folder, there is a summary sheet, to enable adults to see, at a glance, the order to hear each child, according to their current reading level. The children at the top of each list are generally those whose reading ages are below or only a little above their chronological age. (This will be indicated with a minus score e.g. -0.6). When possible, these children should have a little more time than those who are more fluent readers.

The English co-ordinator, and each English teacher, will regularly check to see that these records are kept up to date.

The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. A range of ICT programmes are used to enhance learning. Parents are given clear expectations about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences.

Handwriting sessions are incorporated into the English lessons with the aim for all children to produce neat, legible, cursive handwriting with correctly formed letters.

During Key stage 1 the school has its own programme for teaching cursive writing. This starts in Nursery and Reception tracing letters in sand trays; tracing over letters; joining dots and then copying from examples.

Worksheets are prepared so that each child can progress through the programme at their own attainment level.

In Reception the children practise writing each individual letter in cursive style. When they can form each letter correctly they then learn how to join the letters together, starting with their own names.

Each pupil has their own handwriting folder and handwriting book. All paper has coloured coded guidelines.

At key Stage 2, children use pencil until they 'earn' the privilege of using pen through producing consistently neat and well-formed handwriting.

Children use roller ball pens or fountain pens, with blue or black ink. Biro's and other coloured ink pens are not to be used.

Print is encouraged where appropriate for labels etc.

## **READING RULES**

Starting in the Reception class, each child has their own Reading Rules folder. The folder is sent home every week for the child to practise at home.

The teacher listens to the child read the rule(s) for that week and sets the rule(s) to be learnt for the next week.

Each child progresses through these rules according to individual ability.

The folder contains lists of all phonic rules, starting with simple three letter words, consonant blends and vowel digraphs, up to the more complex rules, e.g. silent letters and the seven different sounds 'ough' makes.

The back of the folder has lists of common sight words.

National Curriculum English Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## **HUMANITIES**

### **HISTORY**

We have our own scheme of work as History is taught in chronological order. We start with first-life on earth, fossils, dinosaurs and their extinction, early man through to modern day. The history of other cultures and ancient civilisations is also studied – ancient *Egyptians*, *Ancient Greeks* and the *Aztecs*.

We teach all the periods of history in the National Curriculum, but also many others, so that the children can work on a time-line and gain a sense of the order in which important events happened and how they link together. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in history in two phases (long-term and short-term). The long-term plan maps the history topics studied in each term during each key stage. In year 6 we place an increasing emphasis on independent historical study.

The History teacher writes the lesson plans for each history lesson, each half-term. These plans list the specific learning objectives and expected outcomes for each lesson. The subject leader keeps and reviews these plans on a regular basis.

National Curriculum English Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

### **GEOGRAPHY**

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods, and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.

National Curriculum English Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

## **MATHEMATICS**

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work.

In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking particularly during the yearly Maths Week.

National Curriculum Mathematics Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## **SCIENCE**

Science is taught as a separate lesson. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. From Reception through to end of Key stage 2 key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. We have a dedicated Science Week each year.

National Curriculum Science Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **ART & DESIGN TECHNOLOGY**

Art has a very important place in our curriculum and is weaved into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to the Great Masters and a wide variety of other artists and their styles. Trips to galleries and art exhibitions, such as Holkham Hall, are regularly organised. Our school is much like an art gallery, framing and celebrating the children's work as regularly and overtly as possible.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Art Programmes of Study <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

## **DRAMA**

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. It is taught in a weekly separate curriculum lesson. 'Hot seating', and 'response in role' drama techniques are used in drama lessons and aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the children develop through to end of Key stage 2 and into Years 7 and 8. Our curriculum provides opportunities to perform to wider audiences through assemblies, events around key festivals (including the Christmas Play) and the annual Summer Show/Production. There are increasing opportunities for our pupils to perform as they progress through the school.

## **ICT**

We do have timetabled lesson time for the development of ICT skills although the use of iPads and other hardware such as cameras and film cameras is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

## **MODERN FOREIGN LANGUAGES (SPANISH AND FRENCH)**

From Year 1 to Year 8 we teach Spanish to all children. (with the exception of the spring Term 2021 due to catch up lessons because of the Coronavirus pandemic) In Years 4, 5 and 6 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

National Curriculum Language Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

## **MUSIC**

From Reception, Music is taught in timetabled music lessons where pupils can experience this creative art form from using their voices expressively and creatively by singing songs and speaking chants and rhymes in Reception though to composing and performing their own work at the end of Key stage 2 and in Years 7 and 8.. Pupils will also be taught to play a variety of instruments. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. Children regularly perform Music from other traditions whether it is African Djembe or South American Samba. Music will be heard every day in our school. Assemblies will also provide an opportunity to practise singing. In the past the School Choir (a non-auditioned group open to all pupils) have regularly performed out of school in venues such as the Corn Exchange, King's Lynn and regularly performed with other groups such as St. Edmundsbury Male Voice Choir, raising money for charities such as East Anglia's Children's Hospice.

National Curriculum Music Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

## **PE AND SPORT**

Some form of physical activity takes place every day in our curriculum. In Reception children focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 activities are rotated on a termly basis with rugby and netball in the Autumn Term, hockey, football and netball in the Spring Term and Rounders and Cricket in the Summer Term. Indoor PE is held in our hall space and includes music and movement, dance, and gym (apparatus work). Swimming is introduced to the timetable from Key Stage 1 through to end of Key stage 2. We ensure wider participation in the community by involvement in School Sports Partnership and swimming tournaments, local authority and matches/fixtures with other local schools (both independent and maintained schools.)\*No Swimming or team matches

PE Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **PSHE**

PSHE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges

and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Citizenship is taught across the curriculum and enables our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHE time during form period and assembly time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Ramadan

National Curriculum PSHE programmes of Study <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

## **RSHE**

RSHE is taught by form teachers once a week. We follow a curriculum map with a spiral curriculum for each year group, allowing children to revisit topics each year at a greater depth.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

## **RELIGIOUS EDUCATION**

RE is taught to all children, except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance <https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

## **CLUBS AND ENRICHMENT**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through various clubs, school trips, visiting specialists and themed days and weeks.

### *Trips and Visits\**

We plan a series of trips each term for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example a Tudors topic may include a trip to the *Oxburgh Hall* or a Tudor re-enactment at *Kentwell Hall*, children studying evacuees and World War II visit the *Poppy Line*; Year 6 take part in the *Crucial Crew* safety exercises run by the Fire Service (including e-safety).

We plan residential trips for our 5,6 and Year 7 pupils spending three nights away at Hautbois Outward Bound Centre.

### *Workshops and specialists\**

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of institutions for example the *RAF Museum Hendon* (STEM activities), *Fens Falconry* (Birds of Prey flight and learning opportunities) and the *Mobile Planetarium*. We also have links with small independent educationalists like various authors in school, science specialists, ICT

programmers and coders. We undertake an audit of parental skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.

#### *Themed days and weeks*

We also have themed weeks throughout the year. *Science Week* falls March to help boost scientific knowledge through visitors and trips out. Pupils take part in a *Maths Week* in the summer term.

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives e.g. *World Book Day* and *Safer Internet Day* etc.



*Extra-curricular activities*

A wide range of age appropriate clubs are offered both before and after school for Key Stage 1 and 2 pupils. Typically these could include gardening, graphics, and Adventure Service Challenge, Art Club. \*We encourage all pupils to join the choir which enables pupils to combine a love of drama and singing.

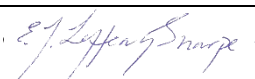
*Wrap Around Care (Before and after school care)*

We provide an 'extended day' for working parents and carers from 8.00am until 6pm, and aim to keep the costs for this provision neutral. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax.

**MONITORING AND EVALUATION**

The Principal and SMT will continuously monitor the effectiveness of the curriculum. Feedback from parent and pupil surveys and pupil progress data will be considered. Action points will be agreed and discussed with staff.

\* Unable to happen in school at the moment due to following Coronavirus Guidelines from Government.

<b>Principal:</b>		<b>Date:</b>	November 2022
		<b>Review Date:</b>	September 2023