

CURRICULUM POLICY



Norfolk House School

INCLUDING EARLY YEARS FOUNDATION STAGE

To be read in tandem with the Teaching and Learning and SEND/EAL Policies

Introduction

The curriculum at Norfolk House School is made up of all the planned activities that are organised to help pupils acquire new knowledge and to promote good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. It takes into account the ages, aptitudes and needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), those for whom English is an Additional Language and those with an Education, Health and Care Plan (EHC) as well as the most able and young carers, where applicable. Care is taken to ensure that the plans and schemes of work actively promote and 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.

It includes not only the formal requirements of the National Curriculum, but also a range of 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. Our pupils grow into positive, responsible people who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.

Our school curriculum is underpinned by the values that are important at Norfolk House School. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding they need for the future.

Aims

4. The aims of our school curriculum are :

(a) that a full-time supervised education for pupils of compulsory school age is offered, which gives experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education (refer to the **Organisation of the Curriculum**)

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(c) a personal, social, health, citizenship and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act;

(d) for pupils below compulsory school age, a programme of activities is offered which is appropriate to their educational needs in relation to personal, social, emotional and physical development as well as communication and language skills;

(e) for pupils above compulsory school age, a programme of activities is offered which is appropriate to their needs;

(f) that all pupils have the opportunity to learn and make progress;

(g) to offer pupils effective preparation for the opportunities, responsibilities and experiences of life in British society by developing in every young person the values, skills and behaviours they need to get on in life and

offering a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpins success in education and future employment.

Similarly, we aim to foster in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to learn and think for themselves as well as to appreciate and value the contribution made by all ethnic groups in our multicultural society. We promote an awareness of the importance of a healthy lifestyle and one which enables pupils to have respect for themselves and to have high self-esteem.

The curriculum is planned effectively, providing continuity and progression. Time is carefully managed in lessons and the inclusion of subject specialists in the core subjects from Year 4 upwards allows for good knowledge and understanding of the subject being taught. Assessment records are measured through use of the school's GL Assessment package, which is used formally in the Spring and Summer Terms. Targets are set accordingly and reported in termly reports to parents. High expectation is made of behaviour standards in order that pupils can make progress and learn effectively.

Through the provision of a range of activities we aim to :

- (i) encourage the highest levels of attainment for all pupils in respect of ability, need and aptitude;
- (ii) enable pupils to begin to make connections across different areas of learning;
- (iii) help pupils to think creatively and solve problems by applying their knowledge;
- (iv) develop pupils' capacity to learn and work both independently and collaboratively;
- (v) enable pupils to respond positively to opportunities, challenge and responsibility;
- (vi) enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

The curriculum is taught through discrete subjects and linked 'topic' areas where relevant. Pupils are given experience in the following areas and adults are available to support pupils as necessary :

Linguistic :

Pupils develop communication skills and increase their command of language through listening, speaking, reading and writing. Lessons take place in written and spoken English. French is also taught from Year 1 upwards.

Mathematical :

Pupils learn to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. They are given experience of practical activity, exploration and discussion.

Scientific:

Pupils develop a greater knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological :

Pupils have experience of technological skills, through such areas as Design Technology and Computing. They learn to develop, plan and communicate ideas; working with different electronic devices, tools, equipment,

materials and components to produce good quality products; and evaluating processes and products. Learning is supported by the use of iPads in Years 3 to 6.

Human and Social :

Here, pupils are given knowledge through History and Geography as well as Religious Education about people and their environment, and learn how human action, now and in the past, has influenced events and conditions. Religious Education is also promoted through spiritual, moral, social and cultural development.

Physical :

Pupils learn physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. They also learn about the basic principles of fitness and health.

Aesthetic and Creative :

Pupils are given experience of the processes of making, composing and inventing across the whole range of subjects, but primarily in art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Long term plans are in place covering each academic year; medium term plans are in place and they contain the detail of the work covered with a progression of learning objectives; short term plans are written daily in a diary format. They also show differentiation, evaluation and learning objectives. The pupils are taught with their year groups, except in the case of a gifted learner who requires extra challenge, with individual and small group support given outside the classroom, if required.

Curriculum Challenge Week and Themed Days

The whole school participates in a Curriculum Challenge Week once a year as well as separate themed days. Each week has a main subject focus (e.g. Mathematics, Art/DT, English and Geography) and is carefully planned to include as many cross-curricular aspects as possible. The children are encouraged to work in a variety of ways, including individual, paired and group work. Practical work forms a large part of these weeks. Outings are encouraged to supplement the curriculum.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum underpins all the work done in the Early Years classes at Norfolk House School, Reception and Transition. The detailed curriculum is planned in line with the EYFS regulations and framework and, for pupils below compulsory school age, offers a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development as well as communication and language skills. Under the guiding theme of Learning and Development there are three prime areas of learning:

- (i) Communication and Language
- (ii) Physical Development
- (iii) Personal, Social and Emotional Development.

There are a further four specific areas:

- (i) Literacy

(ii) Mathematics

(iii) Understanding the World

(iv) Expressive Arts and Design

All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by the individual children.

Roles and Responsibilities

The Headmistress and the Deputy Head (Academic) have the responsibility for the leadership of the curriculum with overview also from the Deputy Head (Pastoral) and Head of Lower School, who oversees the Early Years curriculum. Responsibility for individual subject areas is delegated to key members of staff and subject co-ordinators are responsible for monitoring the medium term plans and liaising with class teachers over the content and delivery of the units of work. They regularly evaluate and monitor standards in their subject and check planning is up to date at the beginning of the year. Class teachers ensure that the curriculum is taught and that the aims are achieved for their class as well as ensuring that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.