



Curriculum Policy

Person responsible	Academic Assistant Head
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Frequency of Review	Annual
Date of last review by Governors	June 2018
Date of next review by Governors	June 2019

Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Bute House Preparatory School and applies equally to the Early Years Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2. The policy aims to take into account diversity and provide equality of opportunity.

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. Our curriculum guarantees that we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all the pupils have access to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account.

The curriculum at Bute House gives pupils a wide experience of mathematical, scientific, linguistic, technological, human and social, physical and creative education. We aim to teach the pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential. The following documents support the implementation of this policy: Teaching and Learning policy, Learning Enrichment policy, Assessment, Recording and Reporting Policy, Home Learning Policy, Early Years Foundation Stage Policy, Equal Opportunities and Inclusion policy and Subject policies.

Values

The curriculum at Bute House is underpinned by our core value of providing high quality educational experiences that are focused on continued improvement and it is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. It includes all those activities designed to promote the intellectual, personal, social, physical, spiritual, cultural and moral development of our pupils. From this, a culture and philosophy is generated that supports the overall development of all involved in the school community.

The curriculum includes not only the formal programme of lessons but the informal programme which includes our wide array of extra-curricular activities and all the features contributing to the ethos of the school.

Aims of Curriculum Provision at Bute House

Pupils are provided with a full time supervised education. Our curriculum is characterised by breadth, balance and relevance and provides pupils with opportunities to:

- access subject matter which is appropriate for the age and aptitude of all pupils including those who have English as an additional language

- develop literacy, speaking and listening, and numeracy skills
- access an education which fulfils the specific requirements of any pupil who has a statement/Education, Health and Care Plans (E.H.C. Plans)
- acquire a healthy, safe lifestyle through a personal, social and health education which reflects the School's aims and ethos
- access an appropriate Early Years curriculum which provides for the seven areas of learning (Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design) for those pupils in Reception, some of whom are below compulsory school age
- receive a full and rounded entitlement to learn and make progress
- access learning through the highest quality teaching
- access all areas of learning in a non-competitive academic environment
- become self-motivated learners and confident communicators
- reach their potential and achieve their personal best in every area of the curriculum and embrace a love of learning that goes beyond what is taught
- foster creativity and develop essential skills, including learning skills
- possess an informed perspective about the role of the individual within the community
- prepare for the future in an increasingly technology dependent world and for the opportunities, responsibilities and experiences of secondary school and adult life

Entitlement

All pupils are entitled to access the curriculum regardless of sex, race, disability, religion or belief, as per the Equality Act (2010).

The School fulfils its obligations for Special Educational Needs & Disabilities (SEND) as per the SEND Code of Practice (January 2015) and the Special Needs and the Disability Act 2001, in providing for children with identified special needs. If a child has identified special needs, the school will ensure they will have access to an education which fulfils the requirement of the child's statement/Education, Health and Care Plans (E.H.C. Plans). For further details, please refer to the Learning Enrichment Policy.

Breadth and Relevance

Our curriculum ensures that pupils experience and benefit from a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, human, linguistic and literary, mathematical, moral, physical, scientific and technological). Throughout this broad curriculum, values such as mutual respect and courtesy are reinforced.

The curriculum is appropriate to the age and ability of the children and prepares them for the requirements of the next stage of their education and ultimately their future aspirations.

Balance

Whilst we do not follow the National Curriculum at Bute House, we draw upon it and use it as a baseline from which all teaching and learning extends. Each subject area has the time and resources to make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable. The timetable ensures that there is a balance between all the curriculum areas.

- **English**

To develop communication skills and command of language through listening, speaking, reading and writing.

- **Mathematics**

To develop the ability to calculate, understand patterns and relationships in number and space, as well as to think logically and explain reasoning. All mathematical learning is supported by practical activities, exploration and discussion.

- **Science**

To ensure pupils learn about materials and forces, understand nature and develop the scientific skills to enable them to observe, form hypotheses, conduct experiments and record findings.

- **Art/Design Technology/Food Technology/Drama/Music**

To provide opportunities for making, composing and inventing along with other imaginative and practical responses. To use tools, equipment, materials and components to produce good quality products as well as the opportunity to evaluate the process and products. To develop an understanding of the important role that food plays in our lives and to experience the preparation and production of a variety of types of food.

- **Humanities (History and Geography)**

To provide opportunities to develop an understanding of people and the environment and how past, present and future human actions impact on events and conditions.

- **Modern Foreign Languages (French and Spanish)**

To appreciate the work and pleasure involved in learning a new language and gain some insight into the life and culture of the countries where those languages are spoken and a foundation in the languages upon which they can build future learning.

- **PE and Sport**

To co-ordinate the basic principles of fitness, health and team work.

- **Computing and Technology**

To ensure that Digital Technology permeates and enhances the whole curriculum, whilst also teaching subject specific skills in Computing lessons.

- **Spiritual, moral, social and cultural development of pupils**

To contribute to the development of pupils' own beliefs and values and to bring to them a knowledge and understanding of world religions and to develop sensitivity to spiritual and religious interpretations of human experience.

The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted through assemblies, PSHE lessons, Philosophy for Children lessons and RE lessons, but also in all other lessons and through Public Benefit work including for charities.

Pupils are taught and supported so that they are able to:

- develop their self-knowledge, self-esteem and self-confidence
- distinguish right from wrong and respect the civil and criminal law of England
- accept responsibility for their behaviour
- show initiative and understand how they can contribute positively to the lives of those living and working in the locality
- acquire a broad general knowledge of and respect for public institutions and services in England
- acquire an appreciation of and respect for their own and other cultures, which in turn fosters tolerance and harmony between different cultural traditions
- show respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act
- respect democracy and support participation in the democratic process
- respect the basis on which the law is made and applied in England

- **Personal/Social/Health/Citizenship education**

To enable children to become healthy, independent and responsible members of society. Promotion is evident throughout the school but is mainly evident in PSHE and Philosophy for Children lessons. Pupils are encouraged to play a

positive role in contributing to the life of the school community and the wider community.

- **EYFS**

The school ensures that the children in Reception have access to the Early Years Foundation Stage curriculum's seven areas of learning: Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Through this the children are taught personal, social, emotional, physical development and communication and language skills appropriate for their age (see the Early Years Foundation Stage policy).

Meeting the Needs of all Pupils

From Reception to Year Two there is one class of mixed ability girls in each year group. From Year Three to Year Six, there are three equal classes of mixed ability in each year group. The classes are mixed together every September to ensure the widest opportunities for friendship and stimulation for each child.

Our curriculum is underpinned by a range of different teaching and learning approaches, which are carefully chosen to suit pupils' needs. Teachers plan thought provoking, interesting lessons which ensure an appropriate level of challenge for all. All pupils have the opportunity to learn and make progress whatever their ability. Teachers respond to the learning needs of their pupils with carefully planned feedback, tasks and lessons to ensure that each child is able to make progress and learn.

The Learning Enrichment Department addresses the needs of all pupils who may have specific learning needs or disabilities, either throughout, or at any time during, their school careers. Careful assessment and recording of a pupil's learning needs, strengths and potential inform the next steps for that pupil. Staff in the department are available to provide challenge for both able pupils, and pupils who are not reaching their potential, to develop specific skills and talents, accelerate learning and aim for excellence.

Alongside classroom differentiation by the class teacher, the Learning Enrichment Department ensures that all pupils have access to a broad and balanced curriculum and tailors small group or individual teaching sessions to challenge the pupils and enable them to develop strategies that will prepare them for future learning opportunities and experiences.

Assessment

Formal and informal assessments enable teachers to plan lessons which in turn ensure that pupils are able to make progress.

Marking is mostly in the form of a comment and/or a question to assess a pupil's understanding. Learning is assessed according to the aim of a particular lesson or series of Curriculum Policy

lessons. The progress of the all pupils is acknowledged. Pupils are provided with a wide variety of effective, meaningful feedback, in accordance with the Marking Policy and the Assessment, Recording and Reporting policy, to enable them to make progress.

Continuity and progression within the curriculum from Reception through to Year 6 is monitored, assessed and evaluated by the Heads of Department who in turn are monitored by the Academic Assistant Head and the Deputy Head.

Teaching and Learning

Teachers have high expectations of their pupils and use a wide range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Learning Powers

We focus on a growth mindset and developing habits of learning that encourage the pupils to become active learners, with characteristics that support them when they face challenge. Through explicit modelling during half termly assemblies, displays and class based activities, pupils are able to developing the following five 'Learning Powers':

- Initiative and Independence (Sapphire Power)
- Resilience and Risk-taking (Ruby Power)
- Persistence and Reflectiveness (Emerald Power)
- Flexibility and Collaboration (Topaz Power)
- Curiosity and Originality (Diamond Power)

These will equip them with the character traits that will not only enable them to be successful learners, but prepare them for the world beyond school.

Monitoring and Review

The responsibility for the whole-school curriculum in subject areas lies with the Heads of Department. This includes producing subject policies and monitoring their subjects across the school. This is all completed with reference to the 'Head of Department Matrix' and directs the Head of Department to a termly task of either monitoring or reflection.

Monitoring will involve:

- **Observations**

These offer the Head of Department and SLT staff first-hand experience and direct evidence of what happens in classrooms. However, they must be carried out with care and sensitivity so they are viewed as contributing to learning and improvement.

- **Work scrutiny**

A work scrutiny helps to develop a broader picture of strengths and weaknesses in terms of teaching. It also helps to assess quantity and quality of written work and to evaluate the appropriateness of the recording.

- **Pupil interviews**

These focus on pupils' understanding of their targets, address issues around pupils' perceptions of themselves as learners and their views on the subject.

During the **Reflection** terms, Heads of Department should evaluate the monitoring term in writing. They should analyse what their monitoring is telling them and should plan what they intend to do about it whilst considering the questions:

- **What is the evidence telling me?**
- **How do I move my subject forward?**

Additionally, Heads of Department should reflect on one of the following areas:

- **Standards of Pupils' Work and Progress**
- **Curriculum and Assessment**
- **Management of the Subject**

The Head of Department should investigate the question and evaluate in writing. Written feedback should be given to the SLT at end of the term. Any implications for school will be discussed at School Leadership Team Meeting. Yearly reflections from the Head of Department then inform their subject development plan.

In addition, The Head regularly sees a small group of pupils from each year group, along with their exercise books, to talk about their lessons and in order to have an overview of learning across the school.

The Head of Department is assisted by the Academic Assistant Head and the Deputy Head who oversees the monitoring of the whole curriculum, ensuring that the aims of the school are being met.

This policy will be reviewed by the Academic Assistant Head, who will report to the Head on its implementation on a regular basis.