



Curriculum Policy

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1. Introduction and Aims

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Bute House Preparatory School (the School) and applies equally to the Early Years Foundation Stage (Reception Class), Key Stage 1 (KS1) and Key Stage 2 (KS2). The Policy aims to consider the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC plan) or special educational needs (SEN). The School's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act, 2010. Pupils are taught respect, tolerance and inclusion throughout daily school life and in every lesson and activity in which they take part.

The curriculum is based on full-time supervised education for pupils of compulsory school age (in accordance with the Education Act 1996).

The curriculum is all the planned activities which are organised to promote learning and personal growth and development. Our curriculum outlines what the School provides to develop the independence and responsibility of all pupils. The School ensures that all pupils have access to a broad, balanced and relevant curriculum which provides continuity and progression, and takes individual differences into account.

The curriculum at the School gives pupils a wide experience of mathematical, scientific, linguistic, technological, human and social, physical, aesthetic and creative education. The School aims to teach 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, Feedback Policy, Learning Enrichment Policy, Assessment, Recording and Reporting Policy, Home Learning Policy, Early Years Foundation Stage (EYFS) Policy, Equality Diversity and Inclusion Policy, English as an Additional Language (EAL) Policy, Relationships and Sex Education (RSE) and Health Education Policy, Online Safety Policy and Subject Policies.

2. Scope and Responsibilities

This Policy applies to EYFS, KS1 and KS2 at the School. The implementation of this Policy is the responsibility of the teachers within the School together with the Academic Leadership Team made up of the Heads of Department. The Deputy Head, along with the Senior Leadership Team and the Head, are responsible for overseeing the implementation of this Policy and for ensuring that the outcomes are monitored.

3. Values

The curriculum at the School is underpinned by its core value of providing high quality educational experiences that are focused on continued improvement and progress; it is how the School achieves its objective of educating pupils 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 pupils. From this, a culture and philosophy are generated that support 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 the School's wide array of extra-curricular activities and all the features contributing to the aims and ethos of the School.

4. Aims of Curriculum Provision at the School

Pupils are provided with a full-time supervised education. The 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 an Education, Health and Care Plan (EHC plan)
- acquire a healthy, safe lifestyle through a personal, social, health and relationships education which reflects the School's aims and ethos
- encourage respect for other people in accordance with protected characteristics of the Equality Act 2010
- 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 good 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
- prepare for the opportunities, responsibilities and experiences of life in British society

5. Entitlement

All pupils are entitled to access the curriculum and make good progress regardless of sex, race, disability, religion or belief, as per the Equality Act (2010). The curriculum is designed in such a way as to ensure all pupils in the School can learn and make good progress. This is supported by an

appropriate, challenging, supported and well differentiated curriculum which considers the abilities, aptitudes and starting points of all pupils.

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 pupils 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 pupil's Education, Health and Care Plans (EHC Plans). For further details, please refer to the Learning Enrichment Policy.

The School recognises that a diversity of languages brings a richness to life at the School. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole School community to value the home languages spoken by pupils at the School. Pupils at the School are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. The School is fully committed to providing pupils for whom English is an additional language the necessary support. Where this is required, an appropriate programme is implemented. Further information can be found in the Policy for EAL.

6. Breadth and Relevance

The 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, equity and inclusion are reinforced.

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

7. Balance

Whilst the School does not strictly follow the National Curriculum, it draws upon it and uses 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. All English learning is supported through the use of high-quality texts and practical activities like role play and debates.

- **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.

- **Creative Arts (Art, DT and Food Technology)**

To provide opportunities for making, inventing and other imaginative and practical responses. To use a range of tools, equipment, materials and components to produce and evaluate creative works. 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.

- **Performing Arts (Drama, Dance and Music)**

To provide opportunities to develop proficiency as musicians, actors and dancers, and to create and critique plays, dances and compositions using a variety of tools and techniques.

- **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. To develop a foundation in the vocabulary and grammar of languages upon which they can build future learning.

- **PE and Sport**

To develop knowledge, skills and understanding across a range of sporting activities. To understand the importance of leading healthy and active lives as well as the values of teamwork, fairness and respect. This includes developing the ability to handle both success and challenge in a positive and respectful manner.

- **Computing and Technology**

To ensure that Digital Technology permeates and enhances the whole curriculum, whilst also teaching subject specific skills in Computing lessons. To ensure pupils are taught the importance of safe and responsible use of technology and how to keep themselves and others safe online.

Online Safety is actively promoted through assemblies, computing lessons, and wellbeing lessons, but is also embedded in all aspects of the curriculum and other School activities.

- **Spiritual, Moral, Social and Cultural Education**

To contribute to the development of pupils' own beliefs and values, including the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. To develop a knowledge

and understanding of world religions and sensitivity to spiritual and religious interpretations of human experience.

Spiritual, moral, social and cultural education is actively promoted through assemblies, Philosophy for Children lessons, Beliefs and Ethics lessons, Connections and Reflections lessons, and also in all other lessons and through public benefit work including for charities.

- **Wellbeing**

To equip pupils with the knowledge and skills in order to promote their own and others' mental and physical health and wellbeing, and enable them to know how to seek support if any issues arise. To help pupils understand how they can play a positive role in contributing to the life of the School and the wider community. To help pupils to have positive and safe relationships with family, friends and online.

Wellbeing lessons, Form Time and Connections and Reflections sessions encompass Personal, Social, Health, Citizenship and Economic Education and Relationships, Health and Sex Education.

- **EYFS**

The School ensures that the pupils 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, pupils are taught personal, social, emotional, physical development and communication and language skills appropriate for their age (see the Early Years Foundation Stage Policy).

8. Meeting the Needs of All Pupils

From Reception to Year Two there is one class of mixed ability pupils 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 pupil.

The 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 good progress, whatever their ability. Teachers respond to the learning needs of their pupils with carefully planned feedback, tasks and lessons to ensure that each pupil is able to make progress and learn.

Teachers effectively utilise the wide range of classroom resources and facilities which the School provides.

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. When appropriate, pupils are given specific targets twice a year on an Individual or Group Support Plan (ISP or GSP) to support their progress. 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.

9. Assessment

Data obtained from a variety of formative and summative assessments, including those relating to pupil attitudes, enable teachers to acquire a well-rounded picture of each pupil's attainment and achievement. Formal and informal assessments enable teachers to respond to the needs of all learners and to plan lessons which in turn ensure that pupils are able to make progress.

At a subject level, learning is assessed according to the aim of a particular lesson or series of lessons. Relevant information about all pupils is taken into account and pupils are provided with a wide variety of effective, meaningful feedback, in accordance with the Feedback Policy and the Assessment, Recording and Reporting Policy, to enable them to make progress.

Pupil Progress Meetings (PPMs) are held regularly, attended by class teachers, the Learning Enrichment Department and chaired by each Head of Phase, to track and evaluate pupil achievement and attainment.

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

Parents are given a clear summary of the performance of their child via an end of year written report. This is in the format of a detailed letter to the pupil outlining their strengths, memorable moments from the year, and recommendations for future progress. Parents are also kept up to date through regular parent-teacher meetings which are held throughout the year.

10. Teaching and Learning

Teachers have high expectations of their pupils and use a wide range of teaching methods. Shared experience between teachers and learners occur which promote the view that learning is enjoyable, stimulating, rewarding and motivating. Teaching resources are of a high quality and ensure pupils are exposed to a wide range of stimulating material.

The curriculum is described initially through subject overviews or long-term plans which set out the knowledge, skills and understanding which pupils should be taught in each subject. From this, weekly lesson plans are created which detail how the learning is intended to take place. These lesson plans are evaluated for effectiveness and subsequent plans always allow for responsiveness and flexibility.

Further information on teaching and learning, including timetable allocation, can be found in the Teaching and Learning Policy.

11. Learning Powers

The School focuses on a growth mindset and developing habits of learning that encourage pupils to become active learners with characteristics that support them when they face challenges. Through Curriculum Policy

explicit modelling during half termly assemblies, displays and class-based activities, pupils are able to develop the following seven '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)
Empathy and Integrity (Amethyst Power)
Diversity, Equity and Inclusion (Tanzanite Power)

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

12. Subject Review

The responsibility for the whole-school curriculum in subject areas lies with the Heads of Department. The Heads of Department are led by the Deputy Head, who oversees the monitoring of the whole curriculum, ensuring that the aims of the School are being met.

This includes producing subject policies and monitoring their subjects across the School. This is all completed with reference to the Subject Review Policy and directs the Heads of Department to carry out scheduled subject reviews alongside the Deputy Head.

Subject Review involves:

- **Observations** - these offer the Heads of Department and Deputy Head first-hand experience and direct evidence of what happens in classrooms. They are carried out with care and sensitivity, so they are viewed as contributing to learning and improvement.
- **Work scrutiny** – this process ensures that the Heads of Department develop a broad picture of the strengths and weaknesses in their subject. It is important in checking progression and curriculum quality. It provides a useful opportunity for professional development and to gather evidence that Policies are having the desired impact.
- **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.
- **Review of curriculum content, planning and subject policies** - this involves reading, evaluating and reviewing the written documentation that supports and influences the day-to-day teaching of each subject.
- **Review of relevant pupil data** - Heads of Department review pupil data to support them with determining areas of the curriculum that need reviewing, or to help guide them towards specific year groups, pupil groups, or topics that they should focus on for teacher observations, work scrutiny and pupil interviews.

Heads of Department follow up their subject review with a feedback document for SLT and attend a Senior Leadership Team meeting to report back on their subject. Heads of Department reflect upon what their subject review is telling them, and this informs their subject development plan and all future actions.

In addition, the Deputy Head regularly conducts lesson drop-ins to observe teachers, monitor exercise books and to talk to pupils about their lessons in order to have an overview of learning across the School.

13. Monitoring and Review

This Policy will be reviewed by the Deputy Head who will monitor and evaluate its effectiveness and will report to the Head regularly. The Policy will also be subject to critical review by the Governing Body on an annual basis. The date of the next review is shown on the first page.