



## **BEAUDESERT PARK SCHOOL**

# **CURRICULUM AND TEACHING POLICY**

This is a whole school policy including the EYFS

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## SCHOOL AIMS

Beauesert aims to provide a friendly, purposeful environment, in which all members of the school are actively encouraged to meet their potential. Our school aims provide an overall framework and rationale for our curriculum and teaching.

## PHILOSOPHY

- To create high standards of learning experiences for all children, providing access to all areas of the Curriculum
- To create a lively and stimulating environment where all types of learners can flourish
- To maximise progress, lead pupils successfully to the next stage of their learning and prepare them for the opportunities, responsibilities and experiences of adult life
- To create a caring, secure environment so that all members of the school feel a sense of worth
- To respect fundamental British values, mutual respect and tolerance of those with different faiths and beliefs.
- To develop a care for the wider environment
- To create a partnership with parents

We provide a broad and balanced curriculum for our pupils. The curriculum encompasses all national curriculum subjects and is significantly broadened and enriched with diversity and variety at each stage of learning. All children are prepared for the ISEB 13+ Common Entrance exams, or scholarship exams.

The academic side of Beauesert life is balanced by a full programme of sporting, artistic and cultural activities, which are woven into the school week. In this way the curriculum helps children to become well-rounded individuals.

## Aims

**To enhance self-esteem and the ability to value each child's own worth through a caring, secure environment.**

- To develop an awareness of self and self-confidence
- To develop sensitivity to others
- To develop self-discipline
- To develop self-esteem
- To develop acceptable behaviour
- To develop co-operation

**To develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.**

- To develop an enquiring mind
- To be able to make reasoned judgments and choices
- To develop independent thought
- To develop perseverance and self-motivation
- To be able to identify problems, investigate and find solutions
- To encourage creative thinking
- To be able to communicate ideas and information in a variety of ways for different occasions and purpose

**To develop each individual to his/her potential through offering a wide range of high quality experiences.**

- To develop social awareness, group responsibility and empathy through the social context of learning.
- To enjoy the same experiences regardless of sex, race or colour
- To be sensitive to the needs of others
- To develop a set of beliefs and values
- To develop confidence to make and hold moral judgements
- To develop respect for religious and moral values of other religions, races and ways of life

**To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live.**

- To develop respect and care for themselves, their immediate and wider environment.
- To develop an understanding and appreciation of the world in which they live

**To develop children's imagination and creativity by offering a wide range of experiences.**

- To develop the skills to use music, drama and the arts as a means of expression
- To appreciate all aspects of the arts

**To promote a health-conscious outlook.**

- To understand the importance of health, hygiene and safety
- To involve children in regular exercise

**To develop positive relationships between home, school and the community.**

- To involve parents in their child's learning
- To develop a partnership between home and school
- To develop a partnership between school and the community
- To involve parents in school life
- To develop links with other schools and education groups

**To provide a broad, balanced, differentiated curriculum for all children.**

- To provide a variety of differentiated experiences to support the above
- To provide a balance of core and foundation subjects
- To develop policies and schemes of work for all areas of the curriculum

PROVISION

The curriculum at Beaudesert provides:

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- subject matter appropriate for the ages and aptitudes of all pupils, including those with specific learning needs;

- each curriculum area has a specific scheme of work that identifies the content, skills and knowledge introduced at each stage of learning. Planning takes into account needs of all pupils, including those with an EHC plan.
- pupils the opportunity to acquire skills in speaking and listening, literacy, numeracy and ICT.
- personal, social and health education that reflects the school's aims and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- all pupils with the opportunity to learn and make progress;
- adequate preparation of pupils for the opportunities, responsibilities and experiences of their senior schools and of later life;
- Continuity between each phase of learning in order to ensure a smooth transition for pupils both within the school and beyond
- Strong links with a wide range of senior independent and maintained schools, both locally and nationally.
- careers guidance for our secondary age pupils, presented in an impartial manner enabling pupils to make informed choices to fulfil their potential;
- a broad programme of activities appropriate to our pupils needs;
- Preparation of pupils, at levels appropriate to their ages, to contribute to society as responsible citizens. To be prepared for the opportunities, responsibilities and experiences of life in Britain.
- An understanding of e-safety to provide an awareness of the dangers of the internet, radicalisation, grooming and of sexual abuse

### ORGANISATION AND PLANNING IN THE PRE-PREP

We plan our curriculum in three phases of planning. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis, but follow a 2 year rolling programme.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We take our medium-term planning directly from the Schemes of Work for each subject.

In the Early Years Foundation Stage our medium term plans reflect the Early Learning Goals so that the pupils are prepared for progression into the Key Stage One curriculum.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson, and includes differentiation.

### ASSESSMENT IN THE PRE-PREP

#### **EYFS**

Children in the EYFS are assessed in three ways.

- Through daily observations.
- Regularly updating and tracking progress through the Foundation Stage Profile. We use Tapestry, an online Learning Journey.
- Termly assessments and reports.

We conduct our own baseline assessment for children entering Nursery and use Early Excellence Baseline Assessment as children enter Reception. This enables staff to meet the children's needs and to scaffold their learning appropriately. Children's progress is constantly monitored as they progress through the EYFS and at the end of Reception year final judgments are made on the child's progress using the Foundation Stage Profile. This information is shared with parents and the Year 1 staff.

### **Key Stage 1**

Children in Years 1 and 2 are assessed continually across the curriculum but also specially assessed once a term in writing, following the Ros Wilson criteria; Spelling using our Rainbow Phonics Sounds Assessments; and Maths, using the Abacus Half Termly Progress Tests. Children are tracked across the year and Key Stage, and information gained is discussed at regular Pre-prep Staff meetings - and, if necessary, targets are put into the Development Plan. At the end of the year children complete GL Progress in Maths, English and NGRT Reading Tests (done at the start of the year), and the Parallel spelling tests (Year 2 only). Comments are given to parents at termly parents' interviews and on the end of year report. This information is passed on to the next teacher and Head of Pre-Prep.

### **MONITORING AND EVALUATION IN THE PRE-PREP**

Weekly evaluation is carried out to enhance the teaching and learning. A regular evaluation of the content of the schemes of work is also made, led by the Head of Pre-prep. This involves reviewing the coverage of the topics we have chosen, monitoring of teachers' planning and activities in the classroom and the progress and performance of the pupils during staff meetings and Inset sessions. The organisation and teaching styles undertaken by all the staff are regularly evaluated through the appraisal process.

Monitoring take place through detailed external and internal moderation meetings; book scrutiny's; lesson observations; peer observations; supervision meetings; and staff appraisals.

### **EYFS**

The curriculum that we teach in the Nursery and Reception classes includes the requirements set out in the revised Early Years Foundation Stage framework, and the guidance produced in 2017. Our curriculum planning takes account of the Early Learning Goals, and development in children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the Nursery and Reception classes the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child. The teacher also completes a Baseline Assessment within the first 4 weeks of the Autumn Term

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Under the guiding theme of Learning and Development there are seven areas of learning and development:

- Communication, language, literacy
- Physical Development
- Personal, social and emotional development
- Creative Development
- Mathematics
- Understanding the world
- Expressive arts

All areas of learning are of equal importance, inter-connected and supported by the provision of a wide range of educational programmes. The development of each child is recorded through the ongoing observation of their progress, and the completion and monitoring of achievements on assessment scales which provide an accurate and detailed insight into the progress made by the individual. The observations made of each child occur in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

With a comprehensive view of the level of development for each child, our challenging curriculum, based on and exceeding the requirements of the EYFS stage, can be planned to ensure the needs of the individual can be met effectively.

On entry to Reception children undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. When children have followed an EYFS programme at a different Nursery the records made by practitioners in that setting also provide vital information on individual attainment and requirements.

The results of the EYFS profile are shared with parents and Year 1 teachers receive a copy of the Profile together with a short commentary on each child's skills and abilities.

## **Years 1 & 2**

The Pre-Prep broadly follows the National Curriculum. There are individual policies and schemes of work for all curriculum subjects.

English

- Spoken Language
- Reading – Word reading and comprehension
- Writing – Transcription including spelling and handwriting, composition and vocabulary, grammar and punctuation

Mathematics

- Number – place value, addition, subtraction, multiplication, division and fractions.

- Measurement – compare, describe and measure lengths, heights, mass or weight, capacity, volume, time and money.
- Geometry – properties of shapes, position and direction.
- Statistics – interpret and construct graphs, charts and tables

### Science

- Working scientifically – asking questions, observing, identifying, classifying and performing simple tests
- Plants – identify, name and describe a variety of plants. Learn about their structure and how seeds and bulbs grow.
- Animals including humans – identify, name, describe and compare a variety of animals and learn about their offspring and basic needs. Learn about their structure and label parts of the human body.
- Everyday materials – identify, name, describe and compare a variety of everyday materials and their uses. Learn about how materials can be changed.
- Seasonal Changes – observe and describe changes and the weather associated with the seasons
- Living things and their habitats – observe, identify, name and describe a variety of plants and animals in their habitats

### Art and Design

- Use a range of materials to make and design products
- Use drawing, painting and sculpture to share their ideas, experiences and imagination
- Develop a range of art and design techniques in using colour, pattern, shape, line, texture, form and space
- Learn about a range of artists, craft makers and designers

### Computing

- Algorithms
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses for information technology beyond school
- Use technology safely and respectfully keeping personal information private

### Design and Technology

- Design – purposeful, functional and appealing products
- Make – select and use a range of tool, equipment and materials
- Evaluate – explore and evaluate existing ideas and products as well as their own
- Technical Knowledge – explore how structures can be made stronger, stiffer and more stable and the use of mechanisms

- Cooking and Nutrition

### Geography

- Locational knowledge –name and locate the world’s continents, oceans, countries of UK, their capital cities and the seas around.
- Place knowledge – similarities and differences in the human and physical geography of a small area of the UK and a small area of a non-European country
- Human and Physical geography – identify seasonal and daily weather patterns in UK, locate hot and cold places in the world and use basic geographical vocabulary to refer to human and physical features.
- Skills and fieldwork – use, maps to locate places around the world, simple compass directions, aerial photographs and simple fieldwork and observational skills.

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### History

- Changes within living memory
- Changes beyond living memory
- The lives of significant individuals in the past
- Significant historical events, people and places in their own locality
- Music
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tunes and unturned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

### Physical Education

- Master basic movements and apply these in a range of activities
- Participate in team games
- Perform dances using simple movement patterns
- Swim competently, confidently and proficiently over a distance of at least 25m
- Use a range of strokes effectively
- Perform safe self-rescue in different water based situations

### Religious Education

- Special people and places
- Festivals and celebrations
- Religious objects and symbols

### Personal, Social, Health and Economic Education

- Developing self-esteem and self-confidence

- Develop a healthy lifestyle
- Learn to keep themselves and others safe
- Develop effective and satisfying relationships
- Learn to respect the differences between people paying particular regard to the protected characteristics
- Develop independence and responsibility
- Learn to become good citizens
- Make the most of their abilities

#### Outdoor Learning

- Children have regular opportunities to learn outdoors in the playground, the wider school site, and at Forest School. They take part in various explorations and investigations, such as using the available resources around them and simple tools to make models and pictures.

#### Extra-Curricular

- Children are offered a range of activities, which either take place at break time or after school. Some of which include: Judo, Ballet, Gymnastics, and Choir.

-Teaching is class based with subject specialists for PE, Games, Swimming, Music, French & ICT

-Extra support is available for pupils identified as having Special Educational Needs including MAT children.

-Individual subject policies and curriculum documentation provide specific details on content, setting, teaching strategies etc.

-All pupils have access to Learning Support and those with identified needs, including reading and motor co-ordination are supported in class or may be withdrawn for extra help as appropriate, to accommodate full inclusion at a later date.

#### CURRICULUM COVERAGE (Subjects covered with lesson allocation per week)

**Year 3:** Maths 8, English 8, Science 4, Humanities 4, ICT 2, PSHE/RE 1, Music 1 Art/DT 2, Forest School 2 (rotated on a 4 week programme each term with Drama) Drama 1 Games 6, Monday, Wednesday and Friday, Swim 1, PE 1

**Year 4:** Maths 7, English 8, Science 4, French 3, Humanities 3, Art 2, ICT 2, PE 2, DT 2, Music 1, RS 1. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 5:** Maths 7, English 7, Science 6, French 4, Spanish 1, History 2, Geography 2, Art 2, ICT 2, PE 3, DT 2, Music 1, PSHE 1, RS 1, Carousel Drama/Environmental Studies, Pottery/Dance. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 6:** Maths 6, English 7, Science 5, French 4, Spanish 1, Latin 3, History 2, Geography 2, Art 2, ICT 2, PE 2, DT 2, Music 1, PSHE 1, RS 1, Carousel Drama/PSHE/Dance. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 7:** Maths 6, English 7, Science 6, French 5, Spanish 1, Latin 3, History 2.5, Geography 2.5, Art 2, ICT 2, PE 2, DT 2, Music 1, PSHE 1, RS 1, Carousel Drama/ICT/Spanish. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 8:** Maths 6, English 7, Science 6, French 5, Latin 5, History 2.5, Geography 2.5, Art 2, PE 2, RS 2, Carousel DT/ICT/Music/PSHE. Games takes place on Monday, Wednesday, Friday and Saturday.

**Common Entrance Package (CEP)** We differentiate our curriculum to support pupils who require consolidation in core subjects and to allow them more time to absorb the Humanities curriculum. These pupils have an extra lesson of Maths, English, History and Geography instead of studying Latin.

**Pupils applying for academic scholarships** are supported with subject specific clinics at lunchtime and after school.

### **The teaching at the school will:**

- enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subject taught;
- foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- encourage an enjoyment of public speaking through declamation competitions, debates and ‘pupil assemblies’.
- involve well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- demonstrate appropriate knowledge and understanding of the subject matter being taught.
- effectively utilise classroom resources of an appropriate quality, quantity and range; interactive whiteboards, visualisers and iPads are in everyday use.
- be monitored and evaluated regularly to maintain the high quality of planning, delivery and consistency of provision of the curriculum
- demonstrate that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to track the progress of individual pupils, establish their level of attainment and inform future planning.
- utilise effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010

### EQUAL OPPORTUNITIES AND INCLUSION

At Beaudesert Park we value cultural diversity. All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum whilst in our school.

### Special Educational Needs and Disabilities (SEND)

Learning Support aims to meet each child's individual needs following the guidelines of *The Code of Practice for SEND (May 2015)* and *The Special Education Needs and Disability Code of Practice (January 2015)*.

Throughout the school where a pupil has a specific Education and Health Care plan (EHC), or an existing statement of special educational needs, in terms of learning or disability, we aim to provide an education which fulfils those requirements. Such plans will be reviewed annually by the school and the local authority.

#### Identifying Specific Learning Needs

If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In some instances the teacher is able to provide appropriate resources and educational opportunities within a normal class setting but, in many cases, the child will require further support, and this is provided outside the classroom through individual lessons with a Special Needs Teacher.

We have a SEND Co-ordinator who supports staff in identifying pupils' difficulties and devising suitable teaching strategies and materials. Through detailed assessment, we identify at the earliest opportunity any child who may have special educational needs. Specialist intervention is provided where there is an identified specific learning difficulty and/or there is a disparity between a child's potential ability and their current performance.

If appropriate, pupils will be provided with an Individual Education Plan (IEP) to record the provision in place for them and monitor their progress. The SENCO liaises with parents and outside agencies, such as speech therapists, occupational therapists and educational psychologists to support the child.

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. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. 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 adapted.

#### Pupils who are More Able, Gifted or Talented

Through ongoing classroom observation and assessment, we identify and meet the needs of able and talented children, and we ensure that the needs of such children are met. It is the responsibility of *all* staff to support and develop children who are academically strong or talented in any aspect of the curriculum. Differentiated teaching, a rich variety of extra-curricular activities, scholarship clinics, educational visits and workshops provide plenty of opportunity to challenge and stimulate all pupils to reach their potential.

#### Pupils who are learning English as an Additional Language

Pupils who join Beaudesert Park for whom English is an additional language will be given opportunities to develop their spoken and written English. Teachers will take account of pupils' age, length of time in the UK, skills in other languages or previous educational experience. Teachers will ensure that:

- Opportunities for speaking and listening in English are effective and relevant in supporting development across a range of subjects, including soft technical and idiomatic vocabulary.
- Arrangements are in place, through differentiation, resources, or use of the pupils' first language, where appropriate, to ensure as full access as possible to the curriculum and assessment procedures.

The School may recommend that some children, whose first language at home is not English, receive individual tuition in English as an additional language.

This policy can be made available in large print or other accessible format if required.

H Bradley  
Assistant Head Academic

KSE Henderson  
Head of Pre-prep

October 2017

<b>Authorised by</b>	C Lough <b><u>Chair of Education Committee</u></b>
<b>Date</b> 21/11/17	
<b>Approved by</b>	M Pyper <b><u>Chair of Governors</u></b>
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