



## **BEAUDESERT PARK SCHOOL**

### **CURRICULUM AND TEACHING POLICY**

This is a whole school policy including the EYFS

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**Please read this policy in conjunction with the**

- Disability inclusion, SEND and Learning Support Policy.
- Equal Opportunities Policy
- EAL Policy

## SCHOOL AIMS

Beaundesert aims to provide a friendly, purposeful and academically aspirational 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 a broad, balanced 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
- To engender a collaborative and forward thinking approach to teaching and learning in our staff

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. We also prepare children for other entrance tests, such as the ISEB Pre-test and 11+, as required by senior schools.

The academic side of Beaundesert 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, colour, or other protected characteristics.
- 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 differences, including 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
- To provide opportunities for traditional and innovative approaches to learning

## **PROVISION**

The curriculum at Beaudesert provides:

- Full-time supervised education for pupils aged 3 to 13 years of age,
- 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 the 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**

We plan our curriculum in three phases of planning. We agree a long-term plan for each key stage or year group. This indicates what topics and skills are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis. The Pre prep also follow a two-year rolling programme for topic work.

Through our medium-term plans or schemes of work, we give clear guidance on the objectives and teaching strategies for each topic/subject.

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 in response to pupils' needs, and to identify what resources and activities we are going to use in the lesson, and includes differentiation.

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

The Head of Pre-prep and Heads of Department are responsible for overseeing planning in their subject. Medium and long-term plans are updated and published on the shared drive each term. In addition, termly overviews for each subject are uploaded onto our learning platform, Firefly, and can be accessed by parents and pupils.

## **ASSESSMENT**

### **EYFS**

Children in the EYFS are assessed in different ways:

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

We conduct our own baseline assessment for children entering Nursery and use CEM Baseline Assessment as children enter and exit 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 and CEM results. This information is shared with parents and the Year 1 staff.

### **Key Stage 1**

Children in KS1 are assessed in different ways:

- Termly summative Salford Reading Tests and Levelled Writing
- Termly summative White Rose Maths assessments
- Annual summative tests in Maths and English (GL PTE and PTM)
- Formative assessments through Phonics International and White Rose Maths on an ongoing basis

As children enter Year 1, teachers make use of the information from Tapestry for our rising Reception children, and request EYFS Profile information for incoming students, to build a picture of the child on entry. As children exit Year 2, teachers pass on assessment and pastoral information to Year 3 teachers to aid continuity of learning.

### **Key Stage 2 and 3**

We use a variety of assessment methods both formative and summative:

#### **Standardised Scores**

All children in Year 4 to 8 sit GL Assessment Cognitive Ability Tests (CAT 4) in the Autumn Term. These are used to track raw academic ability with performance across the curriculum.

All children in Years 3 to 8 sit the GL Progress Test in Maths (PTM) and English (PTE) in May and New Group Reading Test (NGRT) in June.

In addition, the children are assessed continually across the curriculum:

For English, creative writing and reading comprehension are assessed each term. Spelling is monitored via Spellzone and Parallel spelling tests.

Maths use White Rose Assessments and internal school tests (BEAM).

Other examinable subjects use module/topic tests to monitor progress.

### **Examinations**

November: School examinations for Year 8. In-class assessments/module tests for Years 5-7

February/ March: Year 8 Mock CE examinations and Year 7 Spring examinations.

May/June: School examinations and assessments for Years 5-8.

There are regular meetings to discuss pupil progress. Children are tracked across the year group and information gained is discussed at staff meetings. If there are trends spotted within a year group, targets are added to the Development Plan.

Feedback is given to parents at meetings or on written reports at least twice a term.

Effort grades and attainment grades (examinable subjects) are also included in reports.

### **MONITORING AND EVALUATION**

Annual evaluation of the content of the schemes of work is led by the Head of Pre-prep and Heads of Department following end of year assessments. This involves reviewing the coverage of the topics we have chosen. For EYFS, monitoring takes place through detailed external and internal moderation meetings.

Monitoring for all year groups takes place through book scrutiny; lesson observations; peer observations; learning walks and staff appraisals (Personal Development Review).

### **CURRICULUM**

#### **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, Development Matters, and the guidance produced in 2021. Our curriculum planning takes account of the 17 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 using Tapestry. This assessment forms an important part of the future curriculum planning for each child. The teacher also completes the CEM Baseline Assessment within the first 6 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.

The Prime areas of learning are:

- Communication and language development
- Physical Development
- Personal, social and emotional development

The Specific areas of learning are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

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 to 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 CEM 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 (which is summated on Tapestry) 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

Mathematics

Science

Art and Design

Computing

Design and Technology

Geography

History

Physical Education

Religious Education  
Personal, Social, Health and Economic Education

#### 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.

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 More Able and talented (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. The first term of any Learning Support is provided by the school on a goodwill basis, and where ongoing support is required this will be charged to the families by prior agreement.

### **CURRICULUM IN THE PREP SCHOOL**

Full curriculum details are recorded in long and medium term plans. Lesson allocations for each subject per week are listed below. Lessons are 50 minutes.

**Year 3:** Maths 5, English 5, Science 2, History 1, Geography 1, RE 0.5, PSHCE 0.5, Computing 1, Music 0.5. Carousel: Art/DT, Drama 1, Forest School (rotated on a 3-week programme). Carousel: Dance/Ceramics/Construction (rotated on a 3-week programme). Games 4, Swim/ PE 1.5.

**Year 4:** Maths 5, English 4.5, Science 3, French 2, Humanities 2, Art 1, Computing 1, PE 1.5, DT 1, Music 1, Environmental Studies 0.5, PSHCE in form time. Games takes place on Monday, Wednesday, Friday. Library lesson 35 minutes per week.

**Year 5:** Maths 4, English 4.5, Science 3, French 2.5, History 1, Geography 1, Art 1, Computing 1, PE 1, DT 1, Music 1, Verbal and Non-Verbal Reasoning 0.5, PSHCE 0.5, RS 0.5, Carousel 1 (Drama/Dance/Ceramics), Environmental Studies 0.5. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 6:** Maths 4.5, English 4.5, Science 3, French 2.5, Latin 1.5, History 1.5, Geography 1.5, Art 1, Computing 1, PE 1, DT 1, Music 0.5, PSHCE 0.5, RS 0.5, Performing Arts 0.5. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 7:** Maths 4, English 4, Science 3.5, French 2.5, Spanish 1, Latin 2, History 1.5, Geography 1.5, Art 1, Computing .0, PE 21 DT 1, Music 0.5, RS 0.5, Performing Arts 0.5. Computing 0.5, PSHCE 0.5. Games takes place on Monday, Wednesday, Friday and Saturday.

**Year 8:** Maths 4, English 4, Science 3.5, French 3, Latin 2.5 History 1.5, Geography 1.5, Art 1, PE 1, Philosophy and Ethics 0.5, DT 0.5, Computing 0.5, Music 0.5, PSHCE 0.5, Spanish 1. Games takes place on Monday, Wednesday, Friday and Saturday.

All pupils in Years 5 and 6 participate in our Moving On programme once a week. This is a 30-minute lesson every Wednesday to provide the children with interview skills, verbal and non-verbal reasoning practice, Pre-Test familiarisation, team challenges and cultural discussion. The sessions aim to develop teamwork, creative and logical thinking, and develop the skills required for successful entry to senior school and beyond.

**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 curriculum and prepare for Common Entrance. These pupils have an extra lesson of English (Maths/Science) instead of studying Latin.

**Pupils applying for scholarships** are prepared for their examinations and assessments within lessons. Where appropriate they will also be supported with subject specific clinics at lunchtime or after school.

## **TEACHING**

### **The teaching at the School will adhere to the Teachers' Standards and**

- 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 good knowledge and understanding of the subject matter being taught.
- Encourage pupils to think for themselves and develop the skills to become, more resilient, independent and successful learners.
- 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

### **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 preparation, educational visits and workshops provide plenty of opportunity to challenge and stimulate *all* pupils to reach their potential.

## **EQUAL OPPORTUNITIES AND INCLUSION**

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

Please read this policy in conjunction with the

- Disability inclusion, SEND and Learning Support Policy.
- Equal Opportunities Policy
- EAL Policy

### **COVID-19**

- Children will be educated in how to stay healthy during the pandemic, including guidance on personal hygiene routines and social distancing.
- Pupils will continue to enjoy a balanced and broad curriculum of subjects
- All classroom teaching and assessment will follow COVID-19 protocols in line with the School's COVID-19 Risk Assessment.
- Subject curriculum plans will be adapted with the objective that pupils are able to fill the gaps in their learning due to lockdowns.
- Teaching will continue to be adapted to suit the needs and abilities of our children, including SEND, EAL, More Able, Gifted or Talented.

A plan to revert to remote learning is in place should the need arise. We have outlined our response to various scenarios (using the Firefly learning platform) in case of staff or pupil absence due to COVID-19.

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

H Bradley  
**Assistant Head Academic**

A Packman  
**Head of Pre-prep**

September 2021

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<b>Authorised by</b>	C Lough <b><u>Chair of Education Committee</u></b>
<b>Date</b> 23 <sup>rd</sup> November 2021	
<b>Approved by</b>	M Pyper <b><u>Chair of Governors</u></b>
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