

Curriculum Policy

This policy applies to all pupils in school, including Early Years Foundation Stage.

This policy takes account of the following documents and guidance:-

- The Education (Independent School Standards) Regulations 2014
- The Independent School Standards Guidance for independent schools April 2019
- Independent Schools Inspectorate Commentary on the Regulatory Requirements September 2018
- The National Curriculum in England 2014
- Statutory Framework for the Early Years Foundation Stage September 2023
- Improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils February 2013
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools November 2014

Policies to be read in conjunction with this policy:

ALL SUBJECT POLICIES and

- Assessment, Reporting and Recording
- Complaints
- Early Years Foundation Stage
- English as an Additional Language
- Equal Opportunities
- Feedback and Marking
- Health and Safety (including Out of School Activities and Visits)
- Higher Ability Pupils
- Homework
- Partnership with Parents
- Risk Assessments
- Special Educational Needs, Learning Difficulties or Disabilities and Inclusion
- Spiritual, Moral, Social and Cultural
- Teaching and Learning

1. INTRODUCTION

Through a broad and balanced curriculum (within and outside of core hours), we will provide all our pupils with equal opportunities to develop intellectually, personally, physically, socially, morally, spiritually and culturally and in so doing we will encourage them to **Think!**

2. AIMS

1. To provide full time education for our pupils which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, and spiritual, moral, social and cultural education.

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
1a. Linguistic Education (please refer to the English Policy for details)	<ul style="list-style-type: none"> communication skills (speaking, listening, reading and writing) command of own language (speaking, listening, reading and writing) reading with fluency, understanding, feeling, enjoyment and for different purposes writing legibly and creatively with a good standard of spelling and punctuation listening carefully and with understanding developing research and enquiry skills and recording information skills in the languages spoken by others i.e. French and Mandarin. 	<u>EYFS - Communication and Language and Literacy</u> Pre-Prep - daily within Integrated Activities. Lower I - daily, discrete lesson <u>Key Stage 1</u> At least one hour daily. <u>Key Stage 2</u> At least 5 hours a week. 1:1 reading and interventions take place before and after school and in all break times.	The teaching teams* for all classes deliver language and literacy with additional support where needed from the SENCo and specialists. The support teams hear 1:1 readers in addition to the teaching teams.	<u>Reading</u> Read Write Inc, Oxford Reading Tree and Collins Big Cat. <u>EYFS</u> Internally planned <u>Key Stage 1 and 2</u> RWI Ruth Miskin scheme LI-FII, Collins Primary Literacy, Collins Focus Grammar and Punctuation, Schofield and Sims, CGP, Rising Stars Cracking Comprehension, IXL, SPAG.com. A wide and varied range of texts and poems, National Curriculum 2014 guidelines and beyond.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Phonic screening check Year 1 RWI phonic assessment from Pre-Prep to FII Weekly spellings tests Termly NFER assessment End of year GL assessment Ongoing pupil self-assessment against Rising Stars 'I can' statements and teacher skills assessment FI-UIV Monitoring by English Subject Leader
1b. French and Mandarin (please refer to the Mandarin and French Policies for details)	<ul style="list-style-type: none"> to understand and respond to spoken and written language from a variety of sources to begin to write at varying length using the grammatical structures learned to take part in drama and singing and to perform for an audience to continually improve pronunciation and intonation to begin to develop an understanding of French and Chinese culture. 	<u>Mandarin</u> <u>EYFS</u> Discrete lesson 30 minutes per week. <u>Key Stage 1</u> Discrete lesson 30 minutes per week <u>Key Stage 2</u> Discrete lesson 30 minutes per week <u>French</u> <u>EYFS</u> Discrete lesson 30 minutes per week <u>Key Stage 1</u> Discrete lesson 30 minutes per week <u>Key Stage 2</u> Discrete lesson 30 minutes per week	Specialist teachers in Mandarin and French	A wide range of commercial schemes (see Resources Section of Subject Leader files). Schemes of work created by French and Mandarin teachers.	<u>Mandarin</u> Skills based assessment <u>French</u> Skills based assessment Monitoring by Curriculum Leader

*Teaching teams - class teachers, teachers in support and support assistants

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
2. Mathematical Education (please refer to the Mathematics Policy for details)	<ul style="list-style-type: none"> oral and written calculations computational skills with speed and accuracy mathematical concepts and language shape recognition and understanding spatial awareness number pattern recognition accuracy in measures problem solving, statistics, thinking logically and analytically practical application, exploration and discussion application of mathematics in the world in which we live 	<u>EYFS - Mathematics</u> Daily within Integrated Activities. <u>Key Stage 1</u> At least 1 hour daily in discrete lessons and also 1:1 and group intervention sessions. <u>Key Stage 2</u> At least 5 hours a week in discrete lessons and also 1:1 and group intervention sessions.	The teaching teams* for all classes deliver mathematics with additional support when needed from the SENCo and specialists.	<u>EYFS</u> Internally planned using resources including White Rose Maths. <u>Key Stage 1 and 2</u> Through a range of resources including: Target Your Maths, Rising Stars, Schofield & Sims Mental Arithmetic, Schofield & Sims Problem-Solving, CGP Maths Workout MyMaths online, IXL, Atom Learning, various on-line extension resources in line with National Curriculum 2014 guidelines.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Weekly times tables tests Termly NFER assessment End of year GL assessment Ongoing pupil self-assessment against Rising Stars 'I can' statements and teacher skills assessment FI-UIV Monitoring by Mathematics Subject Leader
3. Scientific Education (please refer to the Science Policy for details, plus please see outline of the WOW Activities in the School Improvement Plan 2022-23.	<ul style="list-style-type: none"> knowledge and understanding of nature, the environment, materials and forces basic scientific ideas and methods skills associated with science as a process of enquiry the meaning of a fair test observation, exploration, hypothesising and experimenting recording and classifying information in a variety of ways investigating solutions interpreting evidence analysing and solving problems. 	<u>EYFS - Understanding the World</u> Within Integrated Activities. <u>Lower 1</u> WOW - I AM AN EXPLORER (2 hours per week) <u>Key Stage 1</u> 1.5 hours a week. <u>Year 1</u> WOW - I AM A GROWER (1 hour per week) <u>Key Stage 2</u> 2 hours per week.	EYFS taught by class teacher Specialist teachers deliver to all classes in a team model of 2 partner teachers or 1 specialist with the class teacher.	<u>EYFS</u> Internally planned. <u>Key Stage 1</u> Snap Science forms the main part of the scheme. National Curriculum 2014 guidelines are followed. <u>Key Stage 2</u> Rising Stars Switched on Science forms the main part of the scheme, with additional extension resources from Atom Learning. National Curriculum 2014 guidelines are followed.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Rising Stars Assessment: one per topic Teacher assessment against Curriculum 2014 statements. Monitoring by Science Subject Leader and Curriculum Leader

*Teaching teams - class teachers, teachers in support and support assistants

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
4. Technological Education (please refer to the DT and Computing policies, plus please see outline of the WOW Activities in the School Improvement Plan 2022-23.	<ul style="list-style-type: none"> developing, planning and communicating ideas storing and retrieving information working with tools, equipment, materials and components to produce good quality products evaluating, adapting and amending processes and products. 	<u>EYFS - Understanding the World and Expressive Arts and Design</u> Computing and DT within Integrated Activities, with input from specialist teachers. <u>Key Stage 1</u> Computing embedded in all subjects and in a discrete lesson (1 hour per week). <u>DT in Year 1</u> 1 term Cookery, 2 terms Design Technology (1 hour per week). <u>DT in Year 2</u> DT and Art lessons (1 hour per week) WOW - I CAN COOK (1 hour per week) <u>Key Stage 2</u> Computing embedded in all subjects and in a discrete lesson (1 hour per week) DT and Art lessons (1 hour per week)	<u>Computing</u> By all staff EYFS, KS1, KS2 and by the specialist IT teacher <u>DT</u> By Year 1 class teacher and specialist teacher in Year 2 and KS2.	<u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Switched On ICT and internally planned scheme. DT schemes developed from QCA but customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.	<u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessment For Learning rubrics based on knowledge, skill and understanding. (Pupil and teacher rubrics) Subject management by Subject Leaders, with monitoring by the Head Teacher and Curriculum Leader.
5. Human and Social Education (please refer to Geography, History, Oracy, PSHE/RE/ SMSC Policies, plus please see outline of the WOW Activities in the School Improvement Plan 2022-23.	<ul style="list-style-type: none"> developing a sense of time developing a sense of place considering the lives of other people understanding how human activity has influenced events and conditions in the past and the present and how it may do so in the future developing a sense of self and being sensitive to other people's sensitivity acquiring moral values developing an awareness of own culture and multi cultural issues promoting tolerance staying safe and being healthy. 	<u>EYFS - Understanding the World, PSSED</u> Within Integrated Activities <u>Key Stage 1</u> History, Geography (2 hours per week) and Oracy (0.5 hours), plus Assembly time for RE, PSHE and SMSC. <u>Key Stage 2</u> History, Geography (2 hours per week) and Oracy (0.5 - 1 hour), plus Assembly time for RE, PSHE and SMSC. See section 8. <u>Year 3 WOW - I WILL SAVE OUR PLANET</u> <u>Year 4 WOW - I AM A THINKER</u> <u>Year 5 WOW - I AM RESILIENT</u> <u>Year 6 FIT 4 LIFE</u> (Summer Term 2)	By class teachers and specialists. RE/PSHE/ SMSC delivered by a specialist teacher and the Headteacher. Oracy in KS1 and KS2 delivered by a specialist teacher (0.5 to 1 hour a week)	<u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Long Term Plans based on Curriculum 2014 customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.	<u>EYFS</u> Assessed against Early Years Outcomes <u>Key Stage 1 and 2</u> Assessment for Learning based on knowledge, skill and understanding Subject management by Subject Leaders, with monitoring by the Head Teacher and Curriculum Leader.

Area of Learning	What Pupils Learn	When	Teaching	Schemes See Long Term Plans	Assessment
6. Physical Education (please refer to Physical Education Policy)	<ul style="list-style-type: none"> developing physical control and co-ordination of mind and body understanding the importance of leading a healthy life style appreciating the positive impact of exercise on the human body sports and tactical skills and responses expressing feelings and creativity through dance co-operative and collaborative team work. 	<p><u>EYFS - Physical</u> Discrete PE and Music and Movement lessons weekly and physical activity within Integrated Activities. <u>Key Stage 1</u> 2 hours per week plus extracurricular sports. <u>Key Stage 2</u> 2 hours per week plus extracurricular sports.</p>	Specialist teachers for swimming, PE, dance and all sports	<p><u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Originated from QCA but adjusted and customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.</p>	<p><u>EYFS</u> Assessed against Early Years Outcomes <u>Key Stage 1 and 2</u> Assessment For Learning rubrics based on knowledge, skill and understanding Monitoring by PE Subject Leader and Curriculum Leader</p>
7. Aesthetic and Creative (please refer to Art and Design, Design Technology Music, Oracy, English and Physical Education Policies)	<ul style="list-style-type: none"> developing imagination and generating ideas listening to, composing and making music developing ideas and writing creatively through story writing, literature and drama understanding art and artists and practising the techniques creating models and objects using a wide range of materials and processes. 	<p><u>EYFS - Expressive Arts and Design</u> Within Integrated Activities and in discrete music lessons (1 hour fortnightly) <u>Key Stage 1</u> Art and DT lessons (1 hour per week) and Music lessons (40 minutes per week and 30 minutes singing). <u>Key Stage 2</u> Weekly Art and DT lessons (1 hour per week). Music lessons (30 minutes and 30 minutes singing per week).</p>	Specialist teachers for Art, DT, Music and PE. Teaching teams for English.	<p><u>EYFS</u> Internally planned. <u>Key Stage 1 and 2</u> Originated from QCA but adjusted and customised to meet The Gladdings learning outcomes and National Curriculum 2014 guidelines.</p>	<p><u>EYFS</u> Assessed against Early Years Outcomes. <u>Key Stage 1 and 2</u> Assessment For Learning rubrics based on knowledge, skill and understanding Monitoring by Art and Design, Music, English, DT and PE Subject Leaders and Curriculum Leader</p>
8. Spiritual, Moral, Social, Cultural, Personal, Health and Economic Education (please refer to SMSC, PSHE and RE Policy and guidelines) Developed in all learning with a particular focus in PSHE.	<ul style="list-style-type: none"> developing a sense of self-worth and inner happiness understanding the importance of staying healthy exploring own inner thoughts and feelings appreciating the values of society (own and other) understanding and tolerating the beliefs of others promoting community cohesion within the DIFFERENT IS GOOD ethos. 	<p><u>EYFS - PSED</u> Within Integrated Activities and Assembly time. <u>Key Stage 1</u> Weekly in a discrete lesson, in Assembly and Reflection time and in all teaching and learning. <u>Key Stage 2</u> Weekly in a discrete lesson, in Assembly and Reflection time and in all teaching and learning.</p>	<p><u>EYFS</u> Understanding the World Pre-Prep and Lower I team <u>Key Stage 1</u> Class teachers, specialist teacher and Headteacher. <u>Key Stage 2</u> Class teachers, specialist teacher and Headteacher.</p>	<p><u>EYFS</u> Planned internally and by Head. <u>Key Stage 1 and 2</u> A holistic scheme planned by Head in line with improving the Spiritual, Moral, Social and Cultural (SMSC) Development of Pupils integrating PSHE, SMSC and RE.</p>	<p><u>EYFS</u> Assessed against Early Years Outcomes <u>Key Stage 1 and 2</u> Assessed against YOU CHOOSE criteria and PSHE skills assessment by class teachers, subject specialists and the Head</p>

2. To plan and provide subject matter for the age and aptitude of the children taking account of prior attainment and including those children with a statement:
 - see Aim 1
 - all teaching forms part of an ASSESS-PLAN-TEACH-ASSESS cycle;
 - achievement in core skills is mapped against cognitive ability.
3. To ensure that all children acquire speaking, listening, literacy and numeracy skills:
 - see English and Mathematics policies and Long Term Plans for details.
4. To provide personal, social and health education which reflects the school's aims and purposes:
 - through a taught programme (see scheme of work and Aim 1.8 for teaching time);
 - monitored by class teachers, teaching teams, specialists and Head and reported formally as part of the school YOU CHOOSE ethos on all formal reports to parents.
5. To use information derived from effective assessment to provide all children with the opportunity to learn and make progress in all areas of the curriculum:
 - all teaching and learning is driven by EVERY CHILD A LEARNER EVERY LESSON;
 - all curriculum plans are adjusted to meet every learner's individual needs;
 - assessment drives all teaching and detailed information of achievement as compared with innate ability guides intervention in terms of additional support and challenge for the more able.
6. To help prepare pupils for the opportunities, responsibilities and experiences for adult life in British Society:
 - through PSHE, SMSC, Oracy and all teaching and learning;
 - through community action to help others in the locality and beyond;
 - through the 'YOU CHOOSE TO...' enrichment programme for Year R to Year 6;
 - through a customised Fit for Life programme in Year 6;
 - through the Gleddings ethos of 'DIFFERENT IS GOOD'.
7. To promote the spiritual, moral, social and cultural development of the children:
 - through a scheme prepared to deliver a holistic approach to PSHE, SMSC and RE (see also Aim 1.8).
8. To promote a learning culture and habitat based on responsible and appropriate behaviour:
 - YOU CHOOSE and DIFFERENT IS GOOD are central to creating an environment where self discipline and tolerance drive good behaviour.

9. **Think!** to develop thinking skills throughout all areas of the curriculum to promote both lower order (remembering, understanding, applying) and higher order (analysis, evaluating and creating) thinking skills, using all areas of the curriculum to encourage the maximum development of each skill:
 - through daily and weekly MemPro activities and termly Memory Challenge competition to develop working memory;
 - through using verbal and non-verbal processes to develop reasoning;
 - through Oracy and Philosophy for Children (P4C) to develop skills in questioning, wondering, reflecting, reasoning, discussion and debating.

10. To provide a programme of activities for pupils below compulsory school age appropriate to their educational needs in relating to personal, social, emotional and physical development and communication and language skills:

- through the EYFS programme based on the aspects of
 - making relationships
 - self confidence and self awareness
 - managing feelings and behaviour
 - listening and attention
 - understanding
 - speaking
 - moving and handling
 - health and self-care.

Underpinning all that we teach will be the requirement to

Think!

with an emphasis on

YOU CHOOSE

by creating learners who can solve problems (**Think!**) and who make good choices (**YOU CHOOSE**).

We will:

- achieve the best possible progress and attainment for all pupils;
- promote enjoyment and lifelong commitment to learning;
- engender creativity;
- develop collaborative and independent learning;
- prepare pupils for the opportunities, responsibilities and experiences for learning post 11 and the world of work.

3. CURRICULUM ORGANISATION

The curriculum is taught in 3 stages:

EYFS

Our educational programme is based on the seven areas of learning and development covered by the Development Matters Stages and Early Learning Goals. Children acquire skills across these areas in a cross curricular way. None of the areas of learning is delivered in isolation.

Key Stage 1 and Key Stage 2

Our educational programme is based on the Core subjects of English, Mathematics and Science, together with the Foundation subjects of PSHE (including RE), Physical Education (PE), Art and Design Technology, Computing, French, Geography, History and Mandarin.

Think!

All curriculum areas at all 3 stages will incorporate learning material that provides the widest range of opportunities to promote lower and higher order thinking skills.

4. **PLANNING**

To ensure continuity, progression and sufficient depth in the teaching of the seven areas of learning in EYFS and all subjects in KS1 and KS2 we adopt an ASSESS - PLAN - TEACH - ASSESS cycle.

Units of work are planned in accordance with National Curriculum and EYFS Statutory Framework guidelines.

Long Term Planning (EYFS, KS1, KS2):

- provides a framework identifying the topics or units of work for each curriculum area for each half term;
- available for staff via:
 - eHandbooks;
 - website;
 - displayed in Resources Room.
- available for parents via:
 - website;
 - issued annually;
 - displayed in Meeting Room.

Medium Term Planning:

- details units of study, learning objectives, lesson details and assessment mapping and are produced termly for all subjects;
- Medium Term Plans for each subject are held centrally, to be monitored by Headteacher and the Curriculum Leader, as well as in subject leaders' and subject teachers' files.
- The template for Medium Term planning can be viewed as an appendix to the Teaching and Learning Policy.

Short Term Planning:

- for English and Mathematics with specification of detailed learning objectives, teaching points, differentiated group activities, starters, challenges, support, vocabulary, resources, target work, assistive technologies, learning dispositions and personalised learning for each day;
- for other subjects, learning objectives and lesson details are to be found on medium term plans;
- English and Mathematics plans are held centrally to be monitored by Headteacher and Head of English and Maths, as well as in individual teacher files.
- The template for Short Term planning for English and Mathematics can be viewed as appendices to the Teaching and Learning Policy.

5. EVERY CHILD A LEARNER EVERY LESSON and NO FEAR OF FAILURE

The Curriculum is underpinned by the goal of meeting the needs of all pupils to ensure success and challenge for all abilities and backgrounds, as encapsulated in the concept of 'Every Child a Learner Every Lesson'. Children will be encouraged to take a risk and learn from mistakes in order to become a better learner, as encapsulated in the concept of 'No Fear of Failure'.

Children of all abilities will be provided with opportunities to develop their skills, knowledge and understanding, as well as being encouraged to take a risk and learn from mistakes in order to become a better learner. Planned progression incorporated into the scheme of work will ensure that all children are increasingly challenged as they move through school by:

- setting common tasks that are open ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children fully complete all tasks;
- sometimes setting different tasks for different groups;
- praising effort, perseverance and resilience, whilst emphasising that mistakes make us better learners;
- using adult support to help further extend the skills the pupils have already grasped, to provide additional assistance and to supervise where needed.

Learning opportunities are provided to match the needs of children with learning difficulties and disabilities including those with a statement/EHC and account is taken of their ILPs when planning lessons. Classroom assistants and specialists provide help and support as necessary.

6. IMPROVEMENT

Curriculum review will constitute a significant part of the whole school annual improvement and development process, based on the Gladdings 4 'E's:

Empathy	~ understanding children's individual learning needs;
Expectations	~ setting accessible, realistic and stretching aims and targets; promoting independence and autonomy in learning;
Engagement	~ personalized learning which engages all children all of the time; making effective use of feedback, marking and assessment;
Entertainment	~ ensuring children enjoy learning through fun and varied lessons

This framework will be used as the basis for reviewing the quality of the curriculum in subject areas and assessing how far it meets the needs of all learners, including those with learning difficulties who need tailored support and those who require additional challenge to ensure they fulfil their potential. Subject leaders and subject teachers will work together to plan, teach and reflect upon the quality of the curriculum, through a programme of peer observations based upon the 4 'E's of empathy, expectations, engagement and entertainment, which will be coordinated by the Curriculum Manager.

7. EQUAL OPPORTUNITIES

The work covered and tasks set will be of an appropriate level for all children within all classes and they will be presented without prejudice, whatever the age, ability, sex or ethnic background of the pupils.

8. EXTRA CURRICULAR ACTIVITIES

In addition to the core hours programme, the curriculum is enhanced by offering an extensive range of extracurricular activities from the Pre-Prep to Year 6. Some of the activities are offered at lunchtimes and others are offered at the end of the school day. There are planned activities available every day of the week. The activities offered can be seasonal such as creative crafts and gardening. Activities offered include: football, cricket, dance, debating, computer club, netball, gym, musical theatre, running, tennis, athletics, rounders, hockey, fun speech and drama, choir, brass group, violin group and orchestra. The range and quality of activities offered will be monitored and evaluated by the Out of Hours Activities Manager.

9. ROLES AND RESPONSIBILITIES

The Headteacher and Curriculum Leader have overall responsibility to lead on curriculum. The EYFS Manager, Subject Leaders and Quality Leader ensure coverage, progression and assessment of learning.

Subject Leaders provide a strategic lead and direction in their subject. They advise colleagues who teach their subject and thoroughly evaluate and monitor standards and developments. Subject Leaders maintain and update annually subject files, subject action plans and school improvement information.

Subject Leaders ensure curriculum coverage and quality delivery of every lesson. They are responsible for daily short term plans for English and Mathematics and lesson objectives and details (incorporated into Medium Term Plans) in all other subjects.

10. TEACHING TIME

In Pre-Prep, teaching time will constitute a minimum of 15 hours each week. In Lower 1, KS1 and KS2, teaching will take place daily from 8.50am until 3.45pm.

This policy was revised and updated in September 2023.

Signed:

Signed:

Curriculum Leader

Headteacher

Next review date: September 2024.