



Milverton House School and Nursery

Policy on Curriculum

1 Introduction

1.1 Milverton House School's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

1.2 We endorse the aspirations concerning the curriculum that we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. The school adopts Fundamental British Values within the curriculum for all children

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures. Embracing Fundamental British Values
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the agreed syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each Year group. 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.

4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We also use the schemes of work for much of our medium-term planning in the foundation subjects.

4.3 Our short-term plans are those that our teachers write on a weekly or daily 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. Differentiated activities will be utilised to meet the requirements of the class.

4.4 In the Foundation Stage, and Infant Department, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.5 In the Junior Department, we teach the foundation subjects separately. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects. In many cases evidence from differing subjects may shape observations and assessment of core skills in English and Mathematics.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- 5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- 5.3 The class teacher, with support from the school, provides an action plan for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The approach also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.5 Our schemes of work address the diversity of our society.

6 The Foundation Stage

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2002. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2 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.
- 6.3 Each term in the reception class, the teacher will assess the skills development of each child, and record this using our online platform Tapestry. This assessment forms an important part of the future curriculum planning for each child.
- 6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Tapestry allows parents to become involved with the progress of their child and opportunities to contribute to their learning journey at Milverton House.

7 Key skills

- 7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:
- communication;
 - application of number;
 - information technology;
 - working with others;
 - improving one's own learning and performance;
 - Problem-solving.
- 7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to

contribute to a child's progress in these skills; because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the class teacher

8.1 The role of the class teacher is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.

9 Monitoring and review

9.1 The school senior staff are responsible for monitoring the way in which the school curriculum is implemented.

9.2 The headmaster is responsible for the day-to-day organisation of the curriculum. The Headmaster monitors the weekly lesson plans for all teachers, ensuring that all class lessons have appropriate learning objectives and differentiation to meet the requirements of the cohort.

9.4 Senior Staff monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

9.5 This policy is monitored by the school and will be reviewed every two years, or before if necessary.

Signed: O Pipe

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