



Peregrines Nursery and Falcons School for Girls

Curriculum Policy

Primary person responsible for this policy: Lucy Price

Job title: Deputy Head

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable): 2a

Circulation: This policy is addressed to all members of staff and volunteers in our school. It applies wherever staff or volunteers are working with pupils.

1. Legal Status

This policy is written to comply with need to draw up and implement a written Curriculum policy.

This policy applies to the EYFS (see below), except where stated.

2. Introduction

The curriculum is defined as all the planned activities that Peregrines Nursery and Falcons School for Girls organise in order to promote learning and personal growth and development; a separate Teaching and Learning Policy indicates the approach to pedagogy in Peregrines Nursery and Falcons School for Girls.

The School's curriculum aims to provide pupils with a rich experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It ensures that pupils acquire speaking, listening, literacy and numeracy skills. It is designed to provide stimulation and subject matter appropriate for the ages and aptitudes of pupils, including those pupils with special educational needs, ensuring that all pupils have the opportunity to learn and make progress.

3. Thinking School

Falcons School for Girls prepares our children for a lifetime of learning. Teachers act as coaches in children's journey towards becoming independent learners. We put children at the centre of their success, using a range of thinking frames to help visualise their learning while developing intelligent learning behaviours.

Across all subjects, teachers use these eight Thinking Frames and higher order questioning (The Reflective Lens) to support children in structuring and furthering their thoughts. These strategies form a common language, which reach across all subjects and all aspects of school life.

In our journey towards achieving Thinking School accreditation, examples of Thinking Frames and Reflective Lens questioning are shared across the school and saved in a working document for all staff to access.

4. Structure of the Curriculum

4.1 EYFS

In Nursery and Reception, the curriculum is specifically guided by the seven areas of development as set out in the EYFS guidelines.

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected.

We plan an exciting and challenging curriculum based on our observations of children's needs, interests, and stages of development across the seven areas of learning, to enable the children to achieve and

exceed the Early Learning Goals. We plan opportunities for the girls to learn through first hand experiences and provide opportunities for children to discover, make choices, initiate, and to think critically and creatively.

The Seven areas of Learning include :

- Three prime areas:
 - Personal, Social and Emotional Development (PSED)
 - Physical Development (PD)
 - Communication and Language (CL)
- Four specific areas:
 - Literacy (L)
 - Mathematics (M)
 - Understanding the World (UW)
 - Expressive Arts & Design (EAD)

The Early Years team write medium term plans based on the EYFS objectives, selecting topics and themes based on the interests of the children, community events and the learning needs of the children. These plans inform weekly planning.

The children have whole group and small group learning sessions which increase as they progress through EYFS and in accordance with the needs of the children. Phonics lessons are taught daily from Pre-Reception using a combination of Jolly Phonics and Letters and Sounds.

The curriculum is delivered using a play-based approach as outlined by the EYFS. We plan for meaningful play through a mix of adult led and child initiated activities. During play our practitioners interact to challenge and extend children further.

We create stimulating environments where children can choose to engage with planned learning activities or can independently access resources to use in their own play or exploration. In our Pre-Reception classroom, we encourage children to 'free-flow' between inside and outdoors. Reception children are able to choose to go outside regularly but are not able to 'free-flow' as readily due to the layout of the building.

4.2 Years 1 to 6

From Year 1 the curriculum provision for all pupils covers the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical, aesthetic and creative

This is delivered through lessons in English, Mathematics, Science, IT, History, Geography, Religious Education, P.S.H.E.E., Spanish (N-Y2), French (Y3-Y6), Art, Design and Technology, Music, Drama and Physical Education, Dance and Games.

Girls in Years 2 to 6 enjoy lessons in Verbal and Non-Verbal Reasoning.

Girls in Years 3 to 6 enjoy lessons in Philosophy.

Girls in Years 5 and 6 enjoy lessons in Coding

5. Schemes of Learning and Planning

All subjects have their own Scheme of Learning: a long-term plan for each year group, indicating the topics taught in each term, with clear guidance on objectives and assessment opportunities. Schemes are designed to prepare girls for selective 11+ Entrance Examinations to London Day Schools and country boarding schools.

Teachers plan from the schemes of learning. Plans set out the objectives for each lesson, and identify resources and activities which are going to be used in the lesson. Teachers identify opportunities to differentiate, for example for pupils with special educational needs, or pupils on our EAL or 'Able, Gifted and Talented (A, G&T)' registers.

Schemes of Learning and planning are saved on the shared drive so that all staff have access to them for teaching, learning and monitoring processes.

6. Children with Special Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, including those considered to have SEND or who are learning English as an additional language. If it is necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with parents, the SENCO, EAL Lead, A, G&T Lead and any other outside agency staff involved.

If a child has a specific need, our school does all it can to meet these individual needs. In most instances the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. We provide additional resources and support for children with special needs where appropriate.

The SENCO, in consultation with the class teacher, provides an Individual Learning Plan (ILP) for each of the children who are identified as needing additional support. This sets out the nature of the special need, and outlines how the school will aim to address the need.

7. Personal, Social, Health and Economic Education

The school provides a comprehensive programme of personal, social, health and economic education (PSHEE), both through a specific scheme of work and infusion into other subjects, including RE and Science, which reflects the school's vision and aims, and which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.

Pupils are prepared for the opportunities, responsibilities and experiences of adult life through a variety of opportunities including, for example, visiting speakers, assemblies and masses, fund-raising for charities and through the curriculum generally.

8. Extra and Co-Curricular Activities

The school views extra and co-curricular activities as an essential complement to the formal taught curriculum. A range of extra and co-curricular activities provide pupils and staff with further opportunities to enrich their experiences in a wide variety of fields.

9. Fundamental British Values

The School curriculum provides effective preparation of the pupils for the opportunities, responsibilities and experiences of life in British society, and actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

10. The Role of Staff

Full details can be found in individual job descriptions.

10.1 Subject Leads

Subject Leads are responsible for the effective teaching of their subject, evaluating the standard of planning, teaching and pupil achievement.

This is achieved by:

- Providing a strategic lead and direction for continuing development of their subject throughout the school;
- Writing Schemes of Learning which show clear progression of skills and knowledge, and purchasing and managing resources;
- Monitoring pupils' work by regularly sampling class work;
- Evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice.

10.2 The Role of the Thinking School Co-ordinator

The Thinking School Co-Ordinator (who is a member of SLT) organises and oversees the implementation of the cognitive education development agenda. He ensures that communication and co-operation takes place across the school and that discussions amongst staff and the teaching of thinking skills and strategies occurs by means of regular training, practice and review.

10.3 The Role of the Deputy Head

The Deputy Head is responsible for the monitoring of teaching and learning throughout the school. This monitoring takes place through lesson observations, learning walks, and the analysis of plans, marking and assessment data.

10.4 The Role of the Senior Leadership Team

The Senior Leadership Team is responsible for setting priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures and data analysis. They track progress made on the School Development Plan.

11. Monitoring and Evaluation

The school's curriculum pays due regard to national debates (including in the EYFS) and is informed by shared best practice from across the Alpha Plus Group.

The curriculum is regularly reviewed by the Senior Leadership Team.