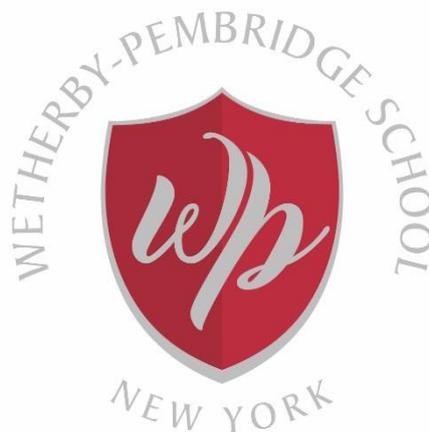


WETHERBY-PEMBRIDGE SCHOOL



Curriculum Policy

September 2019 – August 2020

Policy reviewed by: Alice Charteris

Review date: June 2020

Next review date: June 2022

Signed: Kate Bailey

Submitted: June 2020

This Policy was created in 2017 and will be reviewed annually.

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Wetherby-Pembridge School and applies equally to the Foundation Stage (Nursery and Pre-Kindergarten Class), Key Stage 1 and Key Stage 2. The policy aims to take into account diversity and provide equality of opportunity.

Policy Statement

The curriculum is the planned, timetabled activities organised in order to promote learning, personal growth and development. It includes the formal requirements of the British National Curriculum, a range of extra-curricular activities and the 'hidden curriculum' which is what the pupils learn from the way they are treated and are expected to behave.

The curriculum is designed to provide a secure and imaginative basis for academic progress at each stage of development. Pupils enjoy a balanced, diverse and inspiring academic programme designed to be a rich learning experience where they are challenged and fulfilled in all areas of the curriculum. With faculty who promote excellence and opportunity in all areas, pupils gain a genuine love for learning and a desire to achieve and succeed.

Aims

- To create a broad curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education, in a happy, secure and stimulating environment.
- To access subject matter which is appropriate for the age and aptitude of all pupils including those who have English as an additional language and those with a statement of special educational needs.
- To acquire a healthy, safe lifestyle through a personal, social and health education which reflects the School's aims and ethos.
- To access an appropriate Early Years curriculum which provides for the seven areas of learning (Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design) for those pupils in Nursery and Pre-K.
- To foster each pupil as an individual so that they are well-rounded, happy and confident, and equipped with the skills to become lifelong learners.
- To promote the excitement and enjoyment in learning and investigating.
- To provide a sound grounding in the basic concepts on which future learning can be based.
- To encourage tolerance, mutual respect, courtesy and thoughtfulness for others both in school and the wider community.
- To promote democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- To encourage pupils to develop their talents, interests and self- belief.
- To prepare pupils for future school entrance exams.

Introduction

We recognise the success of the English National Curriculum in best-preparing young learners to enter an ever more competitive field of on-going education.

The Early Years Foundation Stage (EYFS) is the curriculum base for Nursery and Pre-Kindergarten. This supports an integrated creative play approach to early learning with a strong focus on communication, language and number for pupils up to the age of five.

From Kindergarten, we follow the English National Curriculum at a challenging pace in English, Mathematics and Science to provide a solid, tested benchmark for achievement. History, Geography and Cultural Studies are explored in a unique offering of Social Studies in Kindergarten and Grade 1 with the introduction of World History, World Geography and World Religion from Grade 2 up. Sport, Music, Creative Arts and Languages are offered both as part of the main curriculum and as part of our extra-curricular programme.

Early Years - Nursery and Pre-Kindergarten

The curriculum is centered upon the British Early Years Foundation Stage (2017) and tailored to allow each pupil to progress confidently through the early stages of their education and foster a love of learning. A strong balance of child-initiated and adult-led activities offer pupils a wide range of subjects and topics to discover through structured play and exploration.

The curriculum of the Early Years Foundation Stage underpins all future learning by promoting and developing the three Prime Areas: Personal, Social & Emotional, Physical Development, Communication & Language and the four Specific Areas: Literacy, Mathematics, Understanding the World, Expressive Arts & Design. The learning environment, activities, experiences and framework for the EY curriculum are planned using the seven areas of learning and we believe that these are inter-dependent in promoting the development of a rounded child. This does not mean that all pupils' learning is divided into these areas; one experience could provide a pupil with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

Prime Areas:

Communication and Language (CL): Pupils have opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development (PD): Provides opportunities for pupils to be active and interactive; to develop their co-ordination, control, and movement. Pupils must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food and exercise.

Personal, Social and Emotional Development (PSED): Pupils are helped to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Specific Areas:

Literacy (L): Pupils begin to link sounds and letters and to start to read and write. They are given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Mathematics (M): Pupils are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

Understanding the World (UW): Pupils are guided and encouraged to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design (EA&D): Enables pupils to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

Key Stage 1 - Kindergarten and Grade 1

In Kindergarten and Grade 1, we offer a broad and balanced curriculum that follows the British National Curriculum. It is, however, enhanced and enriched in order to provide every pupil with the opportunity to reach their potential.

Literacy: Great focus is placed on: writing for a variety of audiences and purposes, reading, spelling, grammar and punctuation. Pupils develop their skills and knowledge to communicate creatively and confidently.

Reading, writing, spelling, listening and language are taught using multi-sensory teaching. A balanced literacy approach emphasises the importance of thorough phonetic grounding; using decoding strategies, building fluency and expression, and expanding vocabulary.

Comprehension strategies of predicting, questioning, sequencing, summarising and drawing conclusions are also developed. Language activities include shared reading, guided reading and independent reading. A wide range of schemes and resources allow every level of understanding to be accommodated and developed.

Mathematics: Pupils are encouraged to become mathematical thinkers through a curriculum that is challenging, interactive and fun. A strong emphasis is placed upon building a good understanding of the basic skills of: number, mental agility, thinking skills, mathematical reasoning and problem-solving as part of a mastery approach. When taught to master maths, pupils develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.

Maths is taught through practical-based activities combined with computer-based learning resources and formal structure. Learning undertaken during the school day is consolidated and extended at home through homework tasks and a balanced use of interactive online Maths activities that can be accessed at home.

Science: Science is a core subject and is taught through topic areas which are chosen and structured to give pupils the opportunity to wonder and learn about the world in which they live and see the impact science has on it. Through the development of scientific knowledge and investigation, they will gain the necessary skills to make predictions, evaluate evidence and present conclusions clearly and accurately.

Art and Design: Pupils' creativity and imagination is expanded through art, craft and design activities. They explore and begin to understand use of colour, shape, space, pattern and texture, using a range of media and experimental techniques. Pupils focus on the work of artists, craftspeople and designers enhanced by visits to the many art museums on offer in New York. We aim to nurture creativity and innovation through design and construction. Pupils develop their technical knowledge through exciting investigative approaches to construction; building structures and exploring mechanisms.

Wetherby-Pembridge works in collaboration with the two Artists in Residence who have a studio space in the Art Room and lead and deliver art projects to all year groups as well as parent and family projects.

Music: All pupils have twice weekly class music lessons in which they sing, play percussion instruments, compose and listen to music. This allows pupils to develop an awareness of and love for music of all styles. Music appreciation is taught through listening activities. The balanced approach to IT use in lessons also enhances the delivery of the music curriculum. Pupils learn about instruments and composers, learn a specific instrument (as a whole class) – e.g. recorder (Grade 2), violin (Grade 3), and are given opportunities to perform in assemblies and school productions.

Individual, peripatetic instrument lessons, for a variety of instruments, are also offered through the School's partnership with the *Music to Your Home* programme.

Spanish: A love of language is celebrated and nurtured through the teaching of Spanish as a modern foreign language. All pupils, from Nursery up, develop their speaking and listening skills with increasing fluency and spontaneity.

Speaking and Listening and Reading and Writing skills are further developed as pupils move through the grades, with the introduction of Spanish pen-pals who letters can be exchanged with and Zoom chats can take place.

Computing: We recognise that computing skills are essential in today's ever-changing world. The computing curriculum is varied and constantly adapted to ensure pupils develop up-to-date skills. Interactive Boards and the use of tablets in classrooms adds to the existing curriculum. Lessons focus on gaining information in a discriminating and effective way including; E-safety (staying safe on the Internet), everyday computing skills, checking the reliability of internet sources, digital literacy, coding and algorithms.

Physical Education: Sport is an integral part of every pupil's experience at Wetherby-Pembridge for a healthy and happy life. Pupils participate in a range of sports and are encouraged to develop their physical and spatial skills. As they move through the school, there is increased focus on competitive sporting activities, teamwork and good sportsmanship. Swimming, gym and PE is delivered all year round from Pre-Kindergarten up. For pupils in Grade 1 and up, Seasonal Sports are offered for an additional timetabled hour per week.

Social Studies: Manners, respect, friendship and co-operation underpin all we do. Social studies are crucial if we expect the young people of today to become active, responsible citizens for maintaining the democratic values in today's society. To make our pupil's learning experience relevant to being in New York City we follow the New York State Learning Standards for Social Studies; encompassing the History of the United States and New York, World History, World Geography, Economics, Civic, Citizenship & Government. Through project-based explorations pupils become critical thinkers in an ever-changing world and develop an awareness of community and an understanding of the way that geography, cultural beliefs, and technological advancements shape history.

World History: These lessons encourage pupils to use historical skills to develop their knowledge and understanding of the world. In History, pupils consider the causes and consequences of historical events; comparing the differences between ways of life at different times.

There is a focus on the eras from Pre-Roman Britain to the Vikings then they continue with exploration of Early Civilisations such as; The Aztecs, The Ancient Egyptians and The Ancient Greeks. They also undertake further case studies on a Local History project in and around New York.

World Geography: Pupils learn basic geographical concepts and skills that are revisited as they move throughout the school. Global location knowledge is constantly reinforced as well as an appreciation of the changing environment in which we live. Pupils are encouraged to use a range of geographical skills to develop their knowledge and understanding of the world. This includes: places, their locations

and patterns; processes, including environmental change; and the concept of sustainable development.

Above all, the curriculum aims to: stimulate curiosity about the world, introduce students to places, people and environments, contribute to environmental awareness and education for sustainable development, develop an understanding of physical and human landscapes, and introduce pupils to different societies and cultures, enhancing their awareness of global interdependence.

Subject Allocation

Pupils in Key Stage 1 and 2 have 70 sessions, including lunch and break times, across the week. Each session is 30 minutes.

See table below for an overview of subject allocation across the year groups:

| | Kindergarten | Grade 1 | Grade 2 | Grade 3 |
|-----------------------------|---------------------|----------------|----------------|------------------|
| | <i>1 class</i> | <i>1 class</i> | <i>1 class</i> | <i>2 classes</i> |
| Art | 2 | 2 | 2 | 2 |
| Assembly | 2 | 2 | 2 | 2 |
| Break | 8 | 8 | 8 | 8 |
| Computing | 2 | 2 | 2 | 2 |
| Drama | 2 | 2 | 1.5 | 2 |
| English | 10 | 10 | 10 | 10 |
| Form Period | 4 | 2 | 2 | 0.5 |
| Games/Sport/Swimming | 6 | 10.5 | 10.5 | 10.5 |
| Geography | | | 2 | 2 |
| Guided Reading | 2 | 2 | 3 | 1 |
| History | | | 2 | 2.5 |
| Library | 1 | 1 | 1 | |
| Lunch | 5 | 5 | 5 | 5 |
| Maths | 10 | 9.5 | 10 | 8 |
| Motor Movers | 3 | | | |
| Music | 2 | 2 | 2 | 3 |
| Phonics | 4 | 4 | | |
| PSHE | 1 | 1 | 1 | 2 |
| RE | | | 1 | 2 |
| Science | 2 | 3 | 3 | 3 |
| Social Studies | 2 | 2 | | |
| Spanish | 2 | 2 | 2 | 3 |
| Classics | | | | 1.5 |
| | 70 | 70 | 70 | |

Pupils with Special Educational Needs

The curriculum is designed to provide access and opportunity for all pupils who attend the school, including those considered to have SEND or who are EAL. If it is necessary to adapt the curriculum to meet the needs of individual pupils, we do so in consultation with parents, the Special Educational Needs Coordinators and any other outside agency staff involved.

If a pupil has a specific need, the 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 their needs within the normal class organisation. We provide additional resources and support for pupils with special needs where appropriate.

An Individual Education Plan (IEP) for each of the pupils who are identified as needing additional support sets out the nature of the special need and outlines how the school will aim to address the need. An English as an Additional Language (EAL) register is also kept and maintained, detailing the spoken languages of the pupil in order of most used/spoken.

Differentiation and Progression

In Nursery and Pre-K, classes are co-ed with mixed ability pupils. From Kindergarten upwards, pupils are split into mixed ability, single sex classes for Maths and English lessons.

A variety of differing teaching and learning methods and materials are used in all subjects to suit pupils' different needs and ensure challenging work is provided for all. Differentiation also requires variation in classroom organisation and individual or small group support. All pupils have the opportunity to learn and make progress whatever their ability.

Teachers address the needs of all pupils who may have specific learning needs or disabilities, either throughout, or at any time during their school careers. Careful assessment and recording of a pupil's learning needs, strengths and potential take place, in addition to the action taken and the outcomes. Staff provide challenge to both able pupils, and those able pupils who are not reaching their potential, to develop specific skills and talents, accelerate learning and aim for excellence. Teachers also ensure that all pupils have access to a broad and balanced curriculum and tailor small group or individual teaching sessions to challenge the pupils and enable them to develop strategies that will prepare them for future learning opportunities and experiences.

Marking and Progression

Through formal and informal assessment, the marking of work and verbal feedback, pupils are able to make progress.

Marking is mostly in the form of a comment and/or a question to assess understanding of the Learning Intention on the pupil's work. The comments, whether written or verbal, are positive. Work is assessed according to the aim of a particular piece of work for content and effort. The progress of less able pupils is acknowledged as well as that of more able pupils. Comments are used rather than marks - although there may be a few exceptions.

Continuity and progression within the curriculum from Nursery up, is monitored, assessed and evaluated by the Head of School and Teaching and Learning Coordinator.

Teaching and Learning

Teachers have high expectations of their pupils and use a wide range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Monitoring and Review

The responsibility for the whole-school curriculum in subject areas lies with the Teaching and Learning Coordinator. This includes producing subject policies and monitoring their subjects across the school.

Monitoring involves:

- **Observations**

These offer the Head and Teaching and Learning Coordinator first-hand experience and direct evidence of what happens in classrooms. They are carried out with care and sensitivity, so they are viewed as contributing to learning and improvement.

There is generally a whole school focus to these observations, unless a specific focus has been identified for an individual teacher.

- **Work scrutiny**

This helps to develop a broader picture of strengths and weaknesses in terms of teaching. It also helps to assess the quality of written work and evaluates the appropriateness of the recording, as well as the appropriateness of the marking and pupil responses to feedback.

- **Pupil interviews**

These focus on pupils' understanding of their targets, address issues around pupils' perceptions of themselves as learners and their views on the subject. They provide an opportunity for Pupil Voice.

After-School Clubs Programme

Pupils from Pre-Kindergarten upwards, can choose from a wide variety of after-school activities. These offerings rotate on a termly basis; providing a breadth of opportunities that allow for pupils to pursue their interests.

Monitoring and Review

The Head of School, in conjunction with the Teaching and Learning Coordinator is responsible for monitoring the way the school curriculum is implemented.

Regular meetings and discussions are held with teaching staff in which matters regarding the curriculum are discussed. The Teaching and Learning Coordinator monitors the planning and holds discussions with class teachers, ensuring that all classes are taught the full requirements of the curriculum, and that all lessons have appropriate learning objectives, success criteria, differentiation and resources.

Please read this policy in conjunction with the following policies:

Special Educational Needs
Assessment, Recording and Reporting
Marking and Presentation
PSHEE