

Curriculum Policy



Wetherby School
Reception
19 Pembridge Villas
London
W11 3EP

Wetherby School
Years 1, 2 and 3
11 Pembridge Square
London
W2 4ED

Curriculum Policy

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Policy reviewed by: Thomas Lewis

Review date: June 2021

Submission: June 2021

Policy actioned from: September 2021 - August 2022

Next review date: June 2022

Reviewer's Signature:

Handwritten signature of Thomas Lewis in black ink.

Head Teacher's Signature:

Handwritten signature of the Head Teacher in black ink.

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carers.



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This policy should be read in conjunction with the Curriculum Delivery Guidance notes.

1. Rationale

We feel that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of literacy and numeracy, within a safe and welcoming environment.

The foundations for future learning are set in the reception year through both structured and child initiated activities. As children progress through the school we focus increasingly on academic skills, aiming to expose them to as many learning and developmental opportunities as possible and to thoroughly prepare them for their respective entrance examinations at 7+ or 8+.

We take into account the ability of every pupil in order to ensure that each is challenged and their talents fostered in order to build their future education. When pupils leave Wetherby, we want them to be confident and independent learners who are ready to embrace the challenges of the next stage of their education.

2. Aims

- To provide a curriculum which is broad, balanced, relevant and purposeful
- To build on pupils' prior experiences, skills knowledge and understanding
- To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically
- To create and deliver a curriculum which is dynamic and flexible to changing needs
- To provide stimulating learning environments
- To provide opportunities for pupils to celebrate success and achievement
- To make explicit what is taught and how the intended teaching and learning will take place
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be evaluated
- On the basis of quality assessment information, identify individual pupils, groups of pupils and aspects of the curriculum which require particular attention
- Develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified above
- To ensure provision for equal opportunities, cultural diversity and religious education

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- To acknowledge that learning experiences occur ‘outside’ of school and recognise parents and carers are key partners in recording and informing of these (educators and partners)
- To ensure the pupils’ spiritual, moral, social and cultural development is given strong emphasis

3. The quality of education provided

- 3.1 All pupils of compulsory school age attend school full time.
- 3.2 All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of the adult/child ratios set out in Statutory framework for the early years foundation stage (September 2021)
- 3.3 Wetherby School is exempt from the learning and development requirements of the Early Years Foundation Stage. This allows us the freedom to exercise our own professional judgement in implementing the Reception curriculum with teaching and learning strategies that are best suited to the individual needs of boys at Wetherby. The curriculum for Reception pupils is based on three prime areas and four specific areas of learning.

General Areas:

- Communication and Language
- Physical Development (games, gym and dough,disco)
- Personal, Social, Health and Economic Education (Learning for Life)

Specific Areas

- Literacy (phonics, reading, writing and handwriting)
 - Mathematics
 - Understanding the World (Science, Integrated Curriculum)
 - Expressive Arts and Design (Art, Music, Computing and Drama)
- 3.4 The curriculum for Year 1, 2 and 3 (Key Stage 1 & 2) pupils is based, but adapted for our individual setting, on the programs of study in the National Curriculum and the following subject are generally taught in mixed ability classes by generalist teachers, with the exception of Year 3 English, mathematics and reasoning, where the pupils are ability streamed:
- English (including speaking, listening and literacy)
 - Mathematics (numeracy)
 - Reasoning
 - Science
 - Integrated Curriculum
 - Learning for Life
 - Religious Education

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The following are taught by specialist teachers:

- Computing
- Art and Design
- Music
- Physical Education
- Modern Language (French)

- 3.5 Subject Leaders, in consultation with the Assistant Head (Academic), ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Class teachers will liaise with the Assistant Head (Academic) to adapt the schemes of work where necessary to cater to the needs of pupils who have been identified as able or exceptionally able or those who require learning support including those with a statement. The Assistant Head (Academic), subject leaders and class teachers ensure the curriculum caters for the needs of individual children from all ethnic and social groups in order to ensure all pupils have the opportunity to learn and make progress.
- 3.6 The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, thinking, confident and considerate members of the community.
- 3.7 Throughout the school Learning for Life is an integral part of the curriculum. Although allocated a specific timetabled period, it is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique nature and unpredictable nature of certain issues means that these will not always be reflected in formal planning.
- 3.8 Education for Social Responsibility (ESR) underpins many aspects of our curriculum. We believe that we are responsible for preparing our pupils with a comprehensive understanding of their world today and its future. We also believe in equipping them with the skills, creativity and determination to be the change makers who will run the economy within the ecological limits of a finite planet. At Wetherby School, the pupils have an understanding and an appreciation of interrelated social, economic and environmental issues across the range of curriculum subjects across all age groups.

4. Extra-curricular activities

Extra-curricular activities take place each evening after school for all pupils above Reception. Reception activities are incorporated into the school day. All pupils above Reception have the opportunity to learn an instrument and join a choir. These activities take place during the school day.

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5. The school day

Opportunities for child initiated play, both indoors and outdoors are integrated into the school day for Reception children. All pupils have timetabled playtimes both indoors and outdoors on a daily basis.

Class	The School Day
Reception and Year 1	9.00am – 3.15pm
Year 1 & 2	9.00am – 3.30pm

6. The structure of the curriculum at Wetherby

The structure of the curriculum at Wetherby is broadly planned in conjunction with the National Curriculum (as set out below) and for the 7+ and 8+ London Day School entrance examinations, with a particular emphasis given to English and mathematics.

Regular meetings between the SMT, Assistant Head (Academic), subject leaders and classroom teachers enable curriculum coherence and facilitate curriculum change and development.

Age	NC Year	Key Stage		Wetherby School
4-5	Reception	Foundation		
5-6	Year 1	KS 1	LDS	
6-7	Year 2*		7 & 8 +	
7-8	Year 3*	KS 2		

* Denotes exit points (7+ and 8)

7. Fundamental British Values

The DfE have recently reinforced the need ‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’

The Government set out its definition of British values in the 2015 Prevent Strategy (revised 2021) <https://www.gov.uk/government/publications/prevent-duty-guidance> and these values are revised when necessary. At Wetherby School these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the document: Promoting Fundamental British Values at Wetherby School.

This policy will be reviewed annually