



Yarrells School & Nursery

CURRICULUM POLICY

Policy Lead (Position (and Initials): **Assistant Head Academic (LS)**

Date of Last Review: **September 2021**

Date of Next Review: **September 2022**

Yarrells Curriculum

The school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. The curriculum takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. Where pupils are below compulsory school age, a programme of activities is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. Where pupils are above compulsory school age, a programme of activities is planned which is appropriate to their age. The school curriculum also includes a commitment to prevent children from developing ideas and practices that are contrary to the fundamental British Values of democracy, the rule of the law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Curriculum Policy includes not only the formal school 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 how they are expected to behave.

We want to help children to grow into positive, responsible people, who can work and cooperate with others and who will also challenge and oppose things that are contrary to fundamental British values. We want to help them develop their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children and we also value a stimulating, creative and broad curriculum that makes the most of all the facilities on offer at Yarrells. We offer full time supervised education for pupils of compulsory school age, and our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning a positive experience.

At our school, we seek to offer excellent education within an enriching environment. We celebrate progress and achievement and foster a love of learning.

Aims

The rich school curriculum at Yarrells provides opportunities for all pupils to learn and to achieve. We aim to develop the enjoyment of, and commitment to learning, to encourage the best possible progress and the highest attainment for all pupils. It is our intention to build on pupils' strengths, interests and experiences to help them develop confidence in their capacity to learn, and to work independently and collaboratively. We strive to equip children with the essential learning skills of literacy, numeracy, and computing, and to promote an enquiring mind and capacity to think independently.

We provide stimulating and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills. We aim to enable pupils to think creatively and critically, to solve problems and to be individuals committed to contributing positively in their community. At Yarrells, it

is our intention to help our pupils become inspired, innovative, enterprising and capable of leadership and responsibility. We also develop children's physical skills and we encourage them to recognise the importance of pursuing a healthy lifestyle and keeping themselves and others safe.

Via our school curriculum we also aim to promote pupils' spiritual, moral, social and cultural development. We actively promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. We actively promote fundamental British values and we develop the children's ability to relate to others and work for the common good. We enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. We work hard to prepare pupils for the next steps in their education, including access to accurate, up to date careers guidance. We are confident that they are effectively prepared for the opportunities, responsibilities and experiences of life in British society.

We acknowledge that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and to achieve. Development in all areas is essential for all pupils.

The aims of our school curriculum, in summary, are:

- ✓ to stretch all children to enable them 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 computing;
- ✓ to develop confident speaking and listening skills
- ✓ 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 help children develop their knowledge, understanding and appreciation of their own as well as different beliefs and cultures;
- ✓ to enable children to be positive citizens and to encourage them to be responsible members of society;
- ✓ to promote equal opportunities and to enable pupils to challenge discrimination and stereotyping;
- ✓ 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 promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- ✓ to enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- ✓ to prepare pupils for the next steps in their education, including for pupils receiving secondary education, access to accurate, up to date careers guidance.

Curriculum planning

The curriculum is agreed and overseen by the Assistant Head Academic and Heads of Department. This is reviewed on an annual basis or sooner as required.

The curriculum is planned in three phases:

- A long-term plan or curriculum overview.
- Medium-term planning or schemes of work, which provide greater detail of the objectives and teaching strategies for each topic.
- Short-term planning, which is written by teachers on a weekly or daily basis. Teachers use these to set out the learning objectives for each session and to identify what resources and activities will be used in each lesson. Planning is annotated as a form of review to ensure the needs of the children are being met and also to ensure reflective practice.

We are developing the core skills of the PSB curriculum to include within our planning frameworks. This values the skills that children acquire and highlights opportunities for these within our planning and also promotes good cross curricular work. The core skills are leadership, collaboration, independence, resilience, thinking and learning, communication and reviewing and improving.

The curriculum and inclusion

At Yarrells, we seek to ensure that the curriculum is accessible all children, including those with additional languages or with special educational needs, including those who are gifted and talented. We differentiate and modify teaching and learning accordingly and group children according to ability as deemed appropriate. Yarrells School endeavours to meet the individual needs of all pupils, with due regard to the SEND Code of Practice, and our SEND and Gifted & Talented Policies. Where a child is receiving one to one specialist tuition from a member of the SEND team they may have an IEP or a Pupil Passport if appropriate. Should a pupil have an EHC plan, the curriculum is planned to meet their needs accordingly.

Early Years Foundation Stage

Boys and girls have their own well-equipped area within the school where good foundations are laid for formal learning. Children can start at Yarrells from age 2, although places for two year-olds are limited. Initially the aim is to settle a child happily into Nursery life. The children learn through a wide variety of play and creative activities and are encouraged to develop self-assurance, independence and effective social skills.

The curriculum fully embraces the Early Years Foundation Stage (EYFS) principles. The overarching aim of the EYFS is to help young children achieve the Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and establishing a sense of well-being.

The main areas covered by the Early Learning Goals encompass three prime areas of learning:

- Personal, social and emotional development
- Communication and language and
- Physical development

They also cover the following specific areas of learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design.

All areas are delivered through planned work and purposeful play, with a balance of adult-led and child-initiated activities. The curriculum is designed to be broad and includes a rich variety of arts and sport. Tennis (from Reception up), French, dance, music and swimming are led by specialists. For those children who are ready, the foundation skills of reading, writing and number work are laid down. Each child is treated as an individual and is encouraged to develop at his or her own pace. There is careful provision for a wide range of needs, abilities and interests.

In Squirrels and Reception, particular attention is paid to reading and mathematical skills as the children are ready for this. Children start to learn pencil control, writing and reading through a very successful system combining phonics and whole word recognition. Counting, addition and subtraction are introduced in a variety of different ways during the year. Children are encouraged to develop a questioning and enthusiastic approach to learning through their work, play and social interaction. High standards of courtesy and self-discipline are introduced from the start.

Our school fully supports the principle that young children learn through play, and also by engaging in well-planned and structured activities. Teaching in the Foundation Stage builds on the prior experiences of the children and encompasses the characteristics of effective learning. In Nursery, children’s development is tracked termly with ongoing progress and assessment recorded in their individual learning journey.

Each term in the Reception Class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key Stage 1 and Key Stage 2

We follow the principles of the National Curriculum and The Independent School Standards Regulations which state that we must provide for all pupils of compulsory school age experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative.

Key Stage 3

We fulfil the National Curriculum and extend the children to be prepared for senior schools and scholarships. In Years 8 pupils have the opportunity to develop their entrepreneurial skills in a young enterprise project. They begin to discuss ideas for future career choices and have and support them in their learning and decisions for secondary schools. They are given interview practise to prepare for their next steps where appropriate.

Children participate in lessons and activities out lined below, measured in hours:

	Eng	Maths	Sci	ICT	Hums	RE	French	Spanish	Art	PHSE	Drama	Music	PE & swim	Dance	Tennis
Y1	5	4	1	0.75	1	0.5	0.5	0.5	1	0.5	0.5	1	1.5	0.5	0.75

Y2	5	4.5	1	0.75	1.25	0.5	0.5	0.5	1.25	0.5	0.5	1	1.5	0.5	0.75
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	Eng	Maths	Sci	ICT	Hist	Geog	RE	French	Art	PHSE	Drama	Music	PE & swim	Dance	Tennis
Y3	5	5	1.5	0.75	1	1	0.5	1	1	0.75	0.5	1	2.75	0.5	0.75
Y4	5	5	2	0.75	1	1	0.75	1	1	0.75	0.5	1	2.75	0.5	0.75

	Eng	Maths	Sci	ICT	Hist	Geog	RE	French	Spanish	Art/DT	Study skills	PHSE	Drama	Music	PE & swim	Dance	Tennis
Y5	4.75	5	2	1	1	1	0.75	1.75	0.5	1	0.75	0.75	0.5	0.75	3.5	0.5	0.75
Y6	4.5	4.75	2	1	1	1	1	1.75	0.5	1	0.75	0.75	0.5	0.75	3.5	0.5	0.75
Yrs 7&8	4.5	4.75	2	1	1.5	1.5	1	1.75	0.5	1.75		1.25 excelcis	0.5	0.75	2.75	0.5	0.75

PSHCEE

At Yarrells the Personal, Social, Health, Citizenship and Economic Education (PSHCEE) curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible and positive members of a diverse multicultural society. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school, the local community and the global community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. We endeavour to ensure that the children experience the process of democracy through participation in class management and via electing a School Council. We teach children about their rights and their responsibilities towards each other and the environment. The Jigsaw scheme has been adopted through the school as a useful resource for use within timetabled PSHCEE lessons. The delivery of PSHCEE is however, not confined to specific PSHCEE lessons but spans the whole curriculum and also influences all areas of school life. We have used the Jigsaw recovery scheme to support with Covid.

Enrichment

Yarrells is committed to offering enrichment through arranging special trips, workshops, visitors and study trips. Each teacher is expected to stretch and challenge children, regardless of the children's age or ability; to develop their fascination for learning and to encourage 'awe and wonder' in terms of their learning and appreciation of the world in which they live.

This is achieved via the planned curriculum and through timetabled enrichment lessons. Children in Years 3-8 enjoy 'Friday Club' each Friday afternoon where they rotate through a range of exciting enrichment activities.

Extra-Curricular Programme

There are a number of extra-curricular activities that include aspects of sport, dance, art, music and drama. These may vary according to plans for the year and supply/demand and appropriate resources.

School Trips

Children enjoy regular trips in each year group. They will attend at least one per term and we aim to facilitate trips that are both educational and enjoyable. They vary from promoting safety and awareness or enjoying physical challenges to historical visits, geographical field trips and theatre trips.

We arrange residential trips such as a night in a Viking Longhouse for Year 3; an overnight camp when children are in Year 4; a trip to Leeson House in Year 5; a week visit to France in Year 6; and an activity centre adventure challenge for those in Years 7 & 8. We have adapted some experiences due to Covid and will continue to do so to ensure we offer as much as we can to our pupils within the parameters of health and safety.

Annual School events

The school holds a number of significant school events, such as World Book Day, when children dress up as book characters. Children have the opportunity to talk about the characters chosen and it is a wonderful celebration of books and reading, and the entire day is set apart to focus on books, writing and authors/poets. In addition, we also take part in World Maths day, Fairtrade Fortnight and support the WWF through 'Wear it Wild'.

All pupils participate in school productions over the course of the year, in particular at Christmas and in the spring (Y5-8) and summer terms, as well as in other concerts. A variety of musical and dramatic performances take place at Yarrells and children have frequent opportunities to perform to an audience. These have been recorded and sent to parents during last year with covid restrictions.

We also hold annual sports days, swimming galas, sponsored events, family & community days and activities, as well as charity events.

School Assemblies

We hold assemblies across the week, which are important occasions to encourage spiritual and moral development. Y3-8 has a separate assembly to Pre-Prep on a Monday. We hold a whole school assembly each Friday morning, which provides a wonderful opportunity to celebrate the school community. (currently as Y3-8 and Pre-Prep) We sing a hymn each week. An overview of assemblies is planned by the Assistant Head Academic, who also liaises with visitors we invite to join us. Our Head of PHSCEE leads assemblies linked to our whole school PHSCEE Jigsaw scheme. Teaching staff deliver assemblies of a moral or ethical nature. Through our assemblies we encourage respect for others and promote tolerance of those with different faiths and beliefs. Each class has the opportunity to prepare and deliver assemblies over the year, where parents are invited in.

We also have individual musical items performed by children and our pupils are encouraged to bring in certificates or talk about awards or recognition that they have received in activities that may not be associated with the school. These assemblies provide an excellent opportunity to acknowledge progress and achievement, and each week we award a 'Pupil of the Week' certificate to one child in each class. This can be for effort, progress or success in any area of involvement at school. Our school assemblies are designed to be happy occasions for the school to meet and for us to appreciate our sense of community.

Quality of teaching and learning

At Yarrells we recognise that the teachers are the school's greatest resource and we have appointed well-qualified staff to each curriculum area. It is the responsibility of all staff to plan their teaching in accordance with both departmental schemes of work and whole school policies. All lessons are structured and have a clear objective that is shared with pupils. Varied approaches to teaching and learning provide access for visual, audio and kinaesthetic learning, through both independent and collaborative working. Pupils are expected to work at a level and pace that offers challenges appropriate

to their abilities. Every effort is made to engage and motivate children and to promote enjoyment of the learning process. All work is marked and assessed in accordance with school policies on marking and assessment.

Our classrooms are attractive learning environments. We change displays frequently to ensure that the classroom reflects the topics being studied by the children. All classrooms have a range of displays which can relate to different areas of the curriculum. We believe that a stimulating environment sets the climate for learning and promotes independence. Within our displays we ensure we are celebrating diversity where there are opportunities.

Monitoring, review and reflective practice

The Heads of Department monitor the teaching and learning in their subject across the school, ensuring that all classes are taught appropriately, with regard to our curriculum policy, and that all lessons have appropriate learning objectives. Through departmental meetings, the curriculum is evaluated and modifications made on an annual basis. The Assistant Head Academic oversees the HOD. All HODs write a development plan which supports our whole school development plan. Staff days and staff meetings are planned to ensure opportunities for professional development. Educare has been implemented to ensure regulatory training is up to date. Teachers set objectives for improvement and professional development within their performance management meetings. We encourage staff to observe others teach, share best practice and reflect upon the teaching and learning in their class.

This policy will be reviewed every year, or before if necessary, as there is work being done with the development of the PSB curriculum.