



Highfields Independent School and Day Nursery

Curriculum Policy

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Committee Responsible:	Curriculum and Standards	Next review:	31.12.2020
Approved by:	Full Govs		

Introduction

This policy informs and should be read in conjunction with, all subject specific curriculum policies and medium term curriculum planning. The curriculum consists of all the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of The Cambridge Curriculum and the Early Years Foundation Stage Curriculum, but also the range of extra-curricular activities that the School organises to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Highfields is a family orientated School with strong values and traditions. The School aims for all children to achieve the highest possible standards conversant with their age and ability through a broad and balanced educational programme.

- Our children will:
 - acquire the knowledge and skills that enable them to tackle the next phase of their educational, physical, spiritual, social and emotional lives with confidence and success;
 - feel confident, valued and significant.
 - behave in a responsible manner, both to themselves and others;
 - have a responsibility of service to their community;
 - learn how to live together in a community showing consideration, courtesy and respect for other people and their property at all times;
 - acquire the resourcefulness that will enable them to obtain the best from their environment;
 - develop the foundations on which to build a happy and fulfilling life;
 - find their time at Highfields enjoyable and stimulating.

Aims and objectives

The aims of the Highfields School curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to teach all the under-fives a fully embedded EYFS curriculum;
- to enable all pupils to have the opportunity to learn and make progress;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- where a pupil has a EHCP, to provide care and an education which fulfils its requirements;
- to teach children the basic skills of speaking and listening, literacy, numeracy, and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;

- to enable children to be positive citizens in society;
- to teach a personal, social, health and citizenship education programme which reflects the school's aims and ethos;
- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others.
- to make an initial contribution to and the adequate preparation of pupils for the opportunities, responsibilities and experiences of teenage and adult life.

Organisation and planning

The curriculum at Highfields is planned in three phases:

- a) Long-term planning - provides an overview of the school's curriculum journey and which topics are to be taught in each term, and to whom.
- b) Medium-term planning - gives clear guidance on the objectives and teaching strategies for teaching each topic. As we have adopted the objectives of The Cambridge Curriculum for our School **within the core subjects**, we take our medium-term planning directly from the guidance documents but adapt and modify according to the needs of individual children. We use the 2014 National Curriculum **for foundation subject** objectives and key skills to inform our medium-term planning.
- c) Short-term plans - are produced on a weekly or daily basis. We use these to set out the learning objectives for each lesson, and to identify what resources and activities we are going to use in the lesson.

The National and The Early Years Foundation Stage Curriculum are used as the minimum benchmark of the children's learning, and it is our aim to provide opportunities beyond these through the Cambridge Curriculum as determined by a child's ability, needs and curiosity.

In the Foundation Stage (KG) and at Pre-Prep much of the curriculum is delivered through an inter-disciplinary topic approach. Careful planning ensures coherence, full coverage, and progression in all aspects of the Early Years Foundation Stage and Pre-Prep Curriculum.

In Prep there is also an integrated topic approach, incorporating all curriculum subjects. However, some subjects are taught separately as children move further through this phase.

Children with Additional Needs

The curriculum at Highfields is designed to provide access and opportunity for all children who attend the school. The curriculum is adapted to meet the needs of individual children, and this is clearly shown as differentiation within lesson plans. This includes less able and more able children. *Please refer to the School's SEN Policy and Gifted and Talented Policy.*

Following the SEN Code of Practice if a child has a special educational need:

- His/her teacher assesses this need.
- This concern is reported to the SENDCO, Mrs Martin, and appropriate action decided upon and a meeting arranged with the parents to discuss the concern.
- External agencies are involved if required to support the specific needs of the individual child.
- Statementing and local authority funding are sought if the child's needs warrant it.

The school provides a Personal Learning Target (School Action) for each of the children identified as having additional needs. If outside agencies are involved the school will provide an Individual Education Plan (IEP) in the form of an Individual Learning Profile and the child is placed on the School's Additional Needs Register.

The Foundation Stage

The curriculum for the Reception and Nursery classes meets the requirements set out in the Foundation Stage curriculum (EYFS.) with curriculum planning clearly focused on the Early Learning Goals.

Our school fully supports the principle that the younger children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. We focus on observational assessment for learning to create an enabling environment.

During their first term in the Reception Navigators class, each child has a baseline assessment to record their skills on entry to the school. This assessment forms an important part of the future curriculum planning for each child. At the end of the Foundation Stage, the Early Years Profile assessment is undertaken which forms part of a national benchmark.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the teaching, learning and progress through regular meetings and an electronic learning and tracking programme accessible at home.

The EYFS curriculum includes seven areas of learning, three prime and four specific areas:

1. Communication and Language
2. Personal, Social and Emotional Development
3. Physical Development

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Key skills

The following skills have been deemed 'key skills' in the revised Curriculum:

- Communication;
- Application of number;
- Computing;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We believe that all children need to make good progress in these skill areas in order to develop to their true potential. All subject areas contribute to a child's progress in these skills and they are highlighted in our planning to enable identification and monitoring of children's progress.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor teaching and learning and pupil progress in that subject area;
- keep appropriate evidence of activities and progress being made;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, to ensure appropriate coverage of the Cambridge and Early Years Foundation Stage Curriculum and progression.

Monitoring and review

The Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

The Headteacher is responsible for: the day to day organisation and monitoring of the curriculum, the medium-term and short-term planning for all teachers, ensuring that all classes are taught the full requirements of the Highfields Curriculum, and that all lessons have appropriate learning objectives. This is done in consultation with, and led by, the other members of the Senior Leadership Team.

Subject leaders monitor their subject by viewing long-term, medium term, short-term planning. They check for continuity and progression through the scrutiny of pupils' work. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Headteacher's signature: