

## G2. Curriculum Policy



### Eaton Square School

## Eaton Square School Curriculum Policy 2022

*This policy is for the whole school, including EYFS*

Reviewed: Trish Watt – Headmistress	4.9.22
Approved by: Mrs Trish Watt Headmistress	07.09.22
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THE QUALITY OF EDUCATION PROVIDED (CURRICULUM) The curriculum policy is supported by the Long-Term Curriculum Plans and Termly Plans which provide for:

- (a) full-time and part-time supervised education for pupils in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 which gives pupils a programme of activities so that they gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- (b) pupils below compulsory school age in the Early Years Foundation Stage, a programme of activities which is appropriate to their needs and gives them the opportunity to learn and make progress in relation to personal, social, emotional and physical development and communication and language skills;
- (c) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a SEND;
- (d) pupils to acquire skills in speaking and listening, literacy and numeracy;
- (e) pupils to have the opportunity to learn and make progress;
- (f) where a pupil has SEND, education which fulfils their requirements;
- (g) where a pupil has English as an Additional Language (EAL), education which fulfils their requirements;
- (h) personal, social, health and economic education and education for social responsibility which reflect the school's aims and ethos;
- (i) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- (j) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;

(k) do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Attitudes to teaching and learning are important at Eaton Sqaure School as they reinforce two of the School's values of **Perseverance** and **Ownership**. This underpins the relationship between the staff, pupils and parents and their expectations of each other. In order to achieve success in teaching and learning, a clear understanding of the curriculum and its organisation is vital. The curriculum at Eaton Sqaure Prep is based on the National Curriculum and adapted to suit the setting and needs of the pupils. It offers all pupils a broad and balanced curriculum which enables all them to develop natural talents and potential.

The Curriculum used in the nurseries and Reception classes is the Early Years Foundation Stage, and it incorporates seven areas of learning. The staff are encouraged to use and cross reference their planning with the Early Years Foundation Stage documents. The documents outline strategies for teaching and learning, record keeping, and reporting practices involved, catering for special or additional needs, cross curricular links and extra-curricular activities, vocabulary frequently used and the resources that are required for individual activities.

This form of long term planning is updated regularly. The whole EYFS Curriculum is accessible to all Nursery and Reception staff on the school network. This method of planning and record keeping allows the Head of EYFS to update the documents regularly and enables the staff to review the entire documents as a whole and print the sections that are relevant to them. Paper copies are also available in each classroom, on the wall, so parents and visitors can access this as soon as they enter the classroom.

The Schemes of work for the children in Years 1-6 have been prepared by the teachers and checked by the Year Heads in conjunction with the Subject Coordinators. These schemes of work meet the objectives of the National Curriculum and the requirements Common Entrance Examinations at 11+ . There are separate Curriculum Documents for each year group and the schemes of work outline the skills and objectives that must be taught in each term. The termly planning grid outlines strategies for: teaching and learning, homework, marking, assessment, special needs, cross curricular links and extra-curricular activities and resources.

Long term planning is updated by the Subject Coordinators. The whole School Curriculum is accessible to all staff on the school network. This method of record keeping allows Subject Coordinators to update the documents regularly and enables the staff to review the entire documents as a whole and print the sections that are relevant to them.

THE QUALITY OF EDUCATION PROVIDED (TEACHING) The teaching and learning at Eaton Square:

- (a) enables all pupils, including those who have SEND, to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in all pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- (c) involves well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- (i) provides differentiated activities, resources, adult support to support the needs of all pupils, including those with SEND, More Able and Exceptionally Able, EAL and those in the EYFS;
- (j) 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. The school has in place a framework for pupils' performance to be evaluated, by reference either to the school's own aims as provided to parents or to national norms, or to both.

#### AIMS

At Eaton Square, we aim to promote effective learning, through our teaching, to meet the needs of each individual pupil. We aim that all of our pupils will:

- enjoy their learning experiences across the curriculum and co-curriculum;
- achieve their potential;
- gain confidence in their own abilities in order that they can lead full and independent lives;
- develop an enquiring mind;
- develop an awareness of cultural, social and spiritual differences;
- develop a responsible and independent attitude towards their work;
- develop an understanding, tolerance and respect towards other people and their property;
- be prepared for the opportunities, responsibilities and experiences of life in British society;

- be prepared for the opportunities, responsibilities and experiences of life in their respective senior schools;
- develop confidence and skills to succeed both in the physical and digital world.

### **ACHIEVING OUR AIMS**

Our pupils will be enabled to learn successfully through the attitudes encouraged by their teachers, themselves and the community as a whole.

#### **Teachers:**

- have high, yet realistic, expectations within an ethos of individual excellence;
- recognise and appreciate that all pupils develop and learn in different ways and at different rates;
- provide a wide variety of different and challenging learning experiences appropriate to their age and ability;
- evaluate each piece of work through careful marking and/or feedback, including positive and constructive comments;
- create and provide a happy and stimulating environment which gives a sense of security, ensuring the safety and welfare of the children;
- ensure that different cultures and backgrounds are reflected and valued throughout the school;
- ensure that British Values are actively promoted;
- keep abreast of changes in the world of education.

#### **Pupils:**

- understand exactly what they are learning and what the learning objective(s) is/are;
- learn to understand how to improve by achieving any targets set by themselves or the teachers;
- are encouraged to become independent thinkers and participate fully in lessons;
- realise that making mistakes is acceptable and part of the learning process;
- have the confidence to ask for help;
- have time to reflect and evaluate their work to enable improvement;
- appreciate and evaluate the work of their peers;
- know, understand and adhere to the School Code of Conduct.

#### **School Community:**

- be realistic about their pupil's abilities;
- encourage positive self-esteem and independence in all pupils;
- create an atmosphere of mutual respect and trust;
- establish boundaries for acceptable behaviour and support the school's behaviour and discipline procedures;
- create a positive and cooperative relationship with teachers;
- ensure that a happy, well-resourced environment is created which everyone can access

## STRATEGIES FOR TEACHING AND LEARNING

In order for the school to achieve their goals in teaching and learning, different strategies have been developed in order to promote best practice. As we are a non-selective school with two form entry, we have mixed-ability classes. The abilities of different pupils are catered for through differentiation planned by the teacher, support from teachers and Teaching and Learning Assistants, and some lessons being taught in sets. Each year, the classes are mixed up. The groupings are based on a few factors that may include academic ability, learning styles and/or social friendships.

### **Class and Specialist Teaching**

Eaton Square's staff has a wide range of skills and subject knowledge. Throughout the school the balance of class/specialist teachers changes in order to meet the needs of the pupils.

- Nursery and Reception (Early Years Foundation Stage) The class teachers teach these classes with the support of one Teaching and Learning Assistant per class. Other specialist teachers teach music and French and swimming.
- Year 1 - The pupils are predominantly taught by their class teacher with the help of a Teaching and Learning Assistant. In addition to the above, specialist Art, Sport and Drama lessons are introduced.
- Year 2 - 4 The pupils are predominantly taught by their class teacher with the help of some specifically targeted Teaching and Learning Assistance. Year 4 pupils are introduced to specialist Spanish lessons. Specialist Science lessons are introduced to Year 4 pupils.
- Year 5-6 - The pupils are predominantly taught by their class teacher. In addition to the above, specialist Science and Latin lessons are introduced.

## TEACHING STYLES

The emphasis is to encourage pupils to become independent and confident learners. To encourage this, staff adopt various teaching styles, taking into account how different pupils learn:

- independent and collaborative work;
- open-ended questioning;
- individual and group research;
- investigative work and problem solving;
- encourage open discussion of findings and results in a variety of ways;
- providing opportunities for pupils to make decisions.

## LEARNING SUPPORT FOR CHILDREN WITH LEARNING DIFFICULTIES, DISABILITIES AND/OR SPECIAL EDUCATIONAL NEEDS.

The SENDCo is available to offer advice to all teachers regarding all pupils with special needs. She uses various teaching styles including:

- supporting teaching within a class;
- group teaching;
- individual teaching;
- photocopying written work onto pale-coloured paper for pupils with dyslexia.

#### MORE ABLE AND EXCEPTIONALLY MORE ABLE

A number of children are identified as More Able or Exceptionally More Able and placed on a More Able register. The Deputy Head Academic is available to offer advice to all teachers regarding all pupils identified under these categories.

#### PLANNING

All teachers are involved in the planning of an evolving and coordinated curriculum. Thorough and detailed planning is essential for the effective delivery of the School Curriculum and to maintain continuity and high standards. At Eaton Square School we employ a three-tiered planning system. All planning documents are seen as working documents at Eaton Square School, as they are written, evaluated and reviewed regularly.

This is achieved by:

- Subject Coordinators publish Curriculum Maps for their subject each academic year. These are shared with parents at the start of the Autumn Term.
- The teachers in Years 1-6 meet to plan the work for the following term, under the leadership of the Head of Year and in conjunction with Subject Coordinators. At Eaton Square School the emphasis is on working as a team and it is essential that teachers plan together as a year group.
- The Curriculum will be adhered to and a medium-term plan is written using the School Termly planning formats that are available on the shared network (*See Appendix G2A and G2B*). Both formats outline the work that is to be taught each week and they cover the objectives, skills, content, resources and methods of assessment. Therefore, if a subject is taught for one lesson a week the exact plan of the lesson is in the termly planning.
- Teachers in each Year Group work together to ensure that classes are following the same or a similar unit of work.
- Regular staff meetings, including a full staff meeting for teachers, specific meetings for Early Years Foundation Stage and a curriculum meeting for the EYFS, Key Stages 1 and 2;
- Policies and the curriculum for subjects are developed by all staff teaching under the direction of the Subject Heads/Coordinators and the Academic Deputy Head;
- There is a Long Term Plan which all teachers contribute to, review and update termly;
- Class and subject teachers prepare termly plans (medium term plans for English and Maths), reflecting the curriculum: outlining learning objectives, skills/concepts,

teaching strategies/activities, success criteria, resources, cross-curricular links and assessment opportunities including assessment for learning and an evaluation.

- Maths and English teachers prepare weekly Smart board flipcharts which act as plans to ensure that differentiation occurs. The Smartboards are used to outline the lesson content and strategies that the teachers will employ on a daily basis. These are saved to the shared files for monitoring and feedback by the subject co-ordinators.

They will include learning objectives, differentiated activities, where/how a Teaching & Learning Assistant will be supporting pupils, homework if applicable, resources and ICT links, assessment opportunities including assessment for learning and an evaluation;

- All planning is regularly checked by the Academic Deputy Head and the Heads/coordinators of subjects.

- Planning is kept on the shared School server (ESB SHARED DRIVE).

### **EYFS (Nursery and Reception)**

- Before the start of each term each Nursery and Reception Team meets to plan the activities for the following term (Medium Term Plan), after gathering the children's interest. At Eaton Square School, the emphasis is on working as a team and it is essential that teachers plan together.
- The Medium Term Plan outlines the focus and goals for each half term, the topic, and examples of activities for each area of learning.
- Activities are adapted to cater for the differing abilities of the children.
- Daily planning is also carried out, and these plans are also displayed on the wall in each classroom. Planning is evaluated each day by the team and future planning created from the evaluations. Both, Nursery and Reception, use the same templates and save the planning and updates in the School Drive.

HOMEWORK - See Homework policy.

When children are absent due to religious observation or illness, unless there are exceptional circumstances, they will not be set or be expected to complete homework tasks. Where necessary, the children will be supported to catch up with any knowledge, skills and understanding they have missed on their return within school hours. The children are set homework during half term breaks; in Y5 they are given targeted examinations packs to work through to support their preparation for the 11+ exams. During assessment weeks, the children will not get homework. Additionally, the Y6 children will have specific 11+ preparation homework tasks in the Autumn term and the first half of the Spring term, in the lead up to the 11+ and CE entrance exams.

SUBJECTS HEADS/COORDINATORS

Subject Heads/Coordinators play a role in monitoring the teaching and learning of their subject throughout the school. This is overseen by the Deputy Head Academic. Panning reviews and book scrutiny takes place throughout the year.

REPORT WRITING - See Report Writing Policy.

The children receive full written reports in the Autumn and Summer terms:

Autumn	Spring	Summer
Full report for all subjects; (Y1-6) • Attainment and Effort grades in all subjects; • Full report from Learning Support if appropriate (via the Pupil Passport) • Class Teacher comment; • Full report for peripatetic music and LAMDA; • Y1-6 receive a Headmistress's Report; Parents' consultation evening.  EYFS Report Parents' consultation evening	An interim report is provided for Years 1-6 at the end of the Spring term.  Parents' consultation evenings (N-Y6)          EYFS Progress report Parents' consultation evening	Full report for all subjects; • Attainment and Effort grades in all subjects; • Full report from Learning Support if appropriate (via the Pupil Passport) • Class Teacher comment; • Full report for peripatetic music and LAMDA. • Y1-6 receive a Headmistress's Report;          EYFS N-R receive a full report in all areas of learning EYFS profile findings reported to Reception parents with an opportunity to meet with class teachers to discuss.

**ESS Reports: Effort, Attainment and Targets (for those in Year 1 – Year 6)**

- Teachers award an effort grade, according to the child's overall effort in lessons, as follows:

A	Consistently excellent effort
B	Good effort
C	Inconsistent effort
D	Poor effort

- Teachers award an attainment grade, based on their overall academic **progress that term** in a particular subject. Teachers use all the assessment data



available from trackers, classwork and summative assessments, to ascertain the most appropriate band for the child's attainment, as follows:

Below expectations	Working towards expectations	In line with expectations	Exceeding expectations
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- Teachers think carefully about the **Effort and Attainment** judgements that they award. They justify the grades they give in the text. If a child is working 'below expectations' in any subject this should already have been communicated with parents by that teacher. They should not find this out for the first time when reading their end of term report.

#### CLASS/SUBJECT ROOM RESOURCES

The school has a wide range of relevant and good resources, including ICT resources, to enhance pupils' learning. Subject Heads/Coordinators have an overview of the resources and teachers can liaise with them to order new resources as appropriate. The class/subject teacher is responsible for the resources and ensures:

- resources are appropriate, accessible, well-organised and readily available in their classroom;
- pupils are encouraged to select suitable materials for the task at hand. Where appropriate, the pupils choose, collect and return the resources independently.