

# **Winston House Preparatory School and Kindergarten**

## **Curriculum Policy**

Author: S Sharma  
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## **Introduction**

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extracurricular activities that the school organises in order 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**

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

At Winston House:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral, social and cultural development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

## **Aims and objectives**

The aims of our school curriculum are:

- to enable all children 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 essential skills of literacy, numeracy and social development;
- 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 and promote British values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum
- 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, have high self-esteem, and to be able to live and work co-operatively with others.

### **Organisation and planning**

We teach English and Maths with dedicated lessons each day.

We are in a period of transition as we move to the new National Curriculum which will be mandatory for all pupils from September 2015.

We use a published scheme of work for maths to ensure curriculum coverage and integrate maths into other curriculum areas (such as science and geography) whenever we can.

We are continuing to develop our assessment of pupil performance in line with the performance descriptors published by the DfE.

We recognise the benefit that work in these subjects can have in supporting the wider curriculum. Writing or maths may therefore feature in any other subject area.

### **Themes**

We often use Themes to develop a curriculum that is exciting for the children and provides coherence between content, skills and the development of critical thinking skills. It also provides an opportunity to harness the interests of our children, building in motivation and deeper immersive learning.

We typically plan to complete an Enquiry Theme once per term on an appropriate and engaging subject. The theme may incorporate history or geography, music and art as well as the development of responsible citizenship, but will have a strong emphasis on the development of Key Skills.

Our intended outcome for all children is that they develop into successful learners who can work both independently and cooperatively as a group, who can collect and analyse information, understand and accept different perspectives, and interpret and evaluate outcomes.

## PHSE

We view Personal, Health and Social Education ( PHSE) as an important aspect to a balanced curriculum. We believe that children need to learn how to manage relationships in order that they can become respectful and therefore productive. This will support the development of the curriculum in general and individuals in particular.

We use the SEAL programme to help us deliver the social aspects of PHSE, tackle health issues through science and have developed a Sex Education and Relationship policy and scheme of work.

## Computing

We teach computing as a discrete subject and use IT to support learning across the school and across subject areas. Computer science is taught which includes coding and programming. All children at school have timetabled sessions in our computer suite to facilitate the learning and teaching of these specific skills. A class set of Netbooks (Nabis) are available to support learning in class, each of which is wireless enabled.

## PE including swimming

We have limited sporting facilities but value the benefits that sports bring to health and well-being. We utilise the facilities of Forest School for use of their swimming pool to help deliver high quality PE and sport.

## Extra-curricular activities

We try to have as many extra-curricular activities as we can, as we recognise the benefits they can have to health and well-being. We try to get a balance of activities that have to be paid for and those that are free. Some activities take place at lunchtime, but others take place after school.

<b>Activity</b>	<b>Day</b>	<b>Club Lead</b>
Breakfast Club	Monday – Friday 8 – 8:45/9:00am	Winston House
Gymnastics	Tuesdays 3.45-4.30pm	Winston House
Piano Lessons	As arranged	Miss Enid Weaver
French Club	Wednesdays 3.45-4.30pm	Miss Iffatt
Football Club	Thursdays 3.45-4.30pm	Imran Hameed
Bike Club	Fridays 3.45-4.30pm	Winston House

Tea Time Club	Monday – Friday 3:15/3:30 – 6:00pm	Winston House
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### Outdoor Activities and visits

Outdoor and Adventurous Activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition we plan for our older children to experience adventurous activities away from the school site, such as Royal Gunpowder Mills.

Visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or to special activity days.

### Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (July 2014) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need.

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies including support for the Local Authority.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### The Early Years Foundation Stage

The curriculum that we teach in the EYFS meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class 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 by attending local managers meetings and independent school meetings as arranged by the Local Authority.

During the children's first term in EYFS, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum

planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

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 way in which the children are being taught and how well each child is progressing.

### **Key skills**

The following skills have been deemed 'key skills' (National Curriculum:2000) and we consider that they should still be developed while still fulfilling the requirements of Curriculum 2014.

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

### **Curriculum coordinator:**

The role of the subject leader is to:

- provide a strategic lead and direction for KS1/KS2 and overview for EYFS;
- support and offer advice to colleagues on issues related to the curriculum;
- monitor pupil progress;
- provide efficient resource management.
- plan for improvement.

This development planning links to whole-school objectives. The curriculum plans are reviewed and this ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Teachers keep a portfolio of children's work, which show the achievements of children at each key stage and to give examples of expectations of attainment. EYFS keep Learning Journals of children in EYFS.

### **Monitoring and review**

The Head monitors the curriculum via the school development plan ensuring that progress is made in developing and enhancing the curriculum.

The Head monitors the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

The curriculum coordinator monitors the way the curriculum is taught throughout the school. KS1/KS2 long-term and medium-term planning is monitored to ensure that appropriate teaching strategies are used and also the way in which resources are stored and managed.