



DAME CATHERINE  
HARPUR'S SCHOOL

## Curriculum policy

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School Governance Signature (Chair of Management Team)	M Crouch
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Regularity of review	Every 2 years

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## 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

## 2. Our intent : what is important to us?

As a totally independent small school we are in a unique position to offer a curriculum that is both relevant and specially tailored to address the educational needs of the whole child.

We work with children's natural learning tools to develop their confidence rather than teach them all in the same way. We can do this because we know the children well!

Dame Catherine's is not a school with a specific specialism eg. music, outdoor learning, but is one which champions **all** creative and practical areas of learning and builds in basic maths and English skills in a creative way, still ensuring academic rigour. We spend quality time outdoors – learning and playing. We have a strong tradition of science and technology and offer language learning opportunities provided by teachers who are specialists in their field. These opportunities are incredibly important to us at Dame Catherine's.

### **3. Legislation and guidance**

This policy reflects the requirements for independent schools( through the Independent school standards to provide a written policy on the curriculum.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

### **4. Roles and responsibilities**

#### **4.1 The governing board (SMT)**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets, with enough teaching time in order to ensure agreed requirements are met
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

#### **4.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, reflect the aims of the school and meet the needs of individual pupils.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board (SMT)
- The school has effective procedures for assessment.
- The governing board (SMT) is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **4.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **5. Organisation and planning**

#### **How do we design our curriculum? What do we cover? How do we deliver this?**

At Dame Catherine's we have developed our own broad and balanced curriculum. We listen to ideas suggested by our children and families in developing our curriculum, ensuring that we provide engaging activities which capture the interest of our children. For example by asking the children what knowledge, understanding and skills they already have around a theme or question, asking for their ideas about what they would like to learn and asking for ways in which parents

might support, we can build on prior learning, share strengths and develop a real sense of ownership for our children.

We use the National Curriculum as a basis, but also consider where it is appropriate to provide additional or alternative provision. We ensure a rich and thorough educational environment for our pupils whilst ensuring that the school's philosophy is not compromised. Recognising the importance of transition for children, for the core subjects of English and Maths, we largely follow the National Curriculum. For English we have integrated small parts of other curricula and we feel that it is important to emphasise interaction in speaking. Our science focuses heavily on investigational science and working scientifically. Whilst all children in school learn French, we provide further opportunities for them to learn and explore other languages, and cultures. Children in class 2 learn German. Other subjects such as history, geography and art are largely taught through our curriculum themes or questions, which respond to children's interests.

We embed Social Moral Spiritual and Cultural provision and British Values within our curriculum and use our Friday afternoon whole school session to support PSHE. RE is also integrated into the curriculum to enable the children to support children learning about a wide range of faiths and beliefs and in context.

We have our very own Forest School Leader and offer weekly sessions. We also offer a variety of sporting opportunities such as fencing, using the village hall next door.

We have a variety of whole school learning days and weeks throughout the year and our learning through experiencing is supported by providing plenty of opportunities for school visits – from tree planting to visiting living museums – and a week-long visit to Wales each year.

Dame Catherine's has followed a 2 year rolling programme, topic based around subjects, but throughout 2018-19 has been moving towards a more creative approach, using questions based on specific themes as a basis for medium and short term planning. This also allowing for flexibility according to the needs and interests of the class. With a revised teaching team, we have been further developing our curriculum offer throughout 2018-19, which will be fully implemented from September 19 and which will be available on the website.

The following documents are available, should more detail be sought regarding our curriculum.

- Curriculum objectives for reading, writing and maths
- 2 year rolling programme (being phased out by July 2019)
- Curriculum objectives based on National curriculum science (revised for Sept 19)
- English planning opportunities across the whole curriculum
- History Curriculum (revised for Sept 19)
- New subject specific curriculum documents revised from Sept 2019
- Long term planning documents for the 4-6 thematic questions each year
- Child and family friendly overview for each thematic question

*Please see the curriculum section of the website for examples of the above documents or ask at the office for further details.*

## **How do we involve children and families in our planning? How do we ensure that our curriculum fits the needs of our children?**

We listen to ideas suggested by our children and families in developing our curriculum, which ensures that we provide engaging activities which capture the interest of our children.

At the beginning of every new thematic question, we provide a child and family friendly draft overview of our ideas, sharing a number of 'mini themes' in the form of questions. We ask children, along with parents, to share with us what they already know, what they can contribute (expertise and resources,) what they would like to learn, what further ideas they have and any questions they have.

This information is used as a firmer basis for planning and especially as a way of being able to cater for individuals – their interests and their needs. This process provides a good basis for supporting inclusion.

See our EYFS information for any additional information about how our early years curriculum is delivered.

## **6. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible within our broad curriculum, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **7. Monitoring arrangements**

Governors monitor whether the school is providing a "broad and balanced curriculum" which includes the required subjects, through:

- Presentations at meetings
- Regular visits to school
- Individual meetings with staff and leaders

- Discussions with children
- Viewing key documentation such as curriculum material.

The way subjects are taught throughout the school:

- Informal and formal discussions and collaborative planning and review
- Learning walks
- Reviewing pupil work
- Discussions with children

This policy will be reviewed every 2 years by headteacher. At every review, the policy will be shared with the full governing board.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report