

THE HAMMOND PREPARATORY SCHOOL

Curriculum Policy

1 Introduction

1.1 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 extra-curricular 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.

2 Values

2.1 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.

2.2 These are the main values of our school, upon which we have based our curriculum:

- 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 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.

3 Aims and objectives

3.1 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 basic skills of literacy, numeracy and information technology (IT);
- 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 to be Global Citizens;

- to enable children to be positive citizens in society;
- 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.

4 Organisation and planning

- 4.1** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- 4.3** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4** In the **EYFS and Foundation Stage and at Key Stage 1**, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of our curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5** At **Key Stage 2**, the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately.

5 Children with special needs

- 5.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary, we adapt the curriculum to meet the needs of individual children.
- 5.2** 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 SEND Code of Practice 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 consult the parents and recommend guidance should be sought from other professionals with specific areas of expertise. If, following these discussions, the child continues to demonstrate significant cause for concern, parents will again be consulted, and with their agreement we consider the child for a statement of special needs. We involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.
- 5.3** 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 schools 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. Please refer to the Hammond Preparatory SEND policy.

6 EYFS and Foundation Stage

- 6.1** The curriculum that we teach in the reception class 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.
- 6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Nursery and Reception class builds on the experiences of the children in their pre-school learning.
- 6.3** At the end of the third term in Reception class, the class teacher completes the child's Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.
- 6.4** 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.

7 Curriculum Developments

- 7.1** It is the responsibility of all teaching staff to be aware of developments in the national curriculum and to continue to develop and implement changes to the taught curriculum. The Head Teacher and Deputy will regularly share new documentation that pertain to developments of good educational practise. Teaching staff will continue to amend and update curriculum plans on a regular basis.

8 Subject Development

The teaching team is very small and curriculum planning is completed as a team. The team regularly reviews all subject areas and ensures that their is efficient resource management for the subject. The Head Teacher and Deputy complete regular work scrutiny to ensure that good progress is being made across all subject areas. The Head Teacher completes regular lesson observations to ensure that effective teaching and learning is happening in lessons.

9 Monitoring and review

- 9.1** The Head Teacher is responsible for the day to day organisation of the curriculum. At weekly staff meetings curriculum development is discussed. The teaching team have developed an extensive File Tree where all Schemes of Work are stored. This allows teachers to review annually and amend where necessary.
- 9.2** The Head Teacher and Deputy will examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

Revised: September 2015

THE HAMMOND PREPARATORY DEPARTMENT

CURRICULUM MODEL – YEARS 3 / 4 / 5 / 6

SUBJECT:	NUMBER OF PERIODS PER WEEK:
Literacy	9 / 9 / 11 / 11
Mathematics	7 / 7 / 8 / 8
Science	2
Religious Studies	1
History & Geography	1
French	1
ICT	2
Physical Education	2
Dance	1
Drama	1
Music	2
Swimming	2
PSHE	1
Art	2

CURRICULUM MODEL – EYFS / YEAR 1 & YEAR 2

SUBJECT:	NUMBER OF PERIODS PER WEEK:
Communication/Language	8
Numeracy	7
Knowledge of the World (ICT/Topic)	4
Science	2
Physical Education	2
Dance	1
Music	2
PSHE (Circle Time)	1
Art	2