

Pownall Hall School

'Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise their academic, sporting, musical and creative potential. The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.'

1a - CURRICULUM POLICY

This is a whole school policy; it refers to and includes EYFS. Please see page 5 for EYFS.

This policy has been written with reference to the ISI Regulatory Standards for Independent Schools (0916), the EYFS Statutory Framework and the National Curriculum. Copies are available to parents on request.

INTRODUCTION

Pownall Hall School's curriculum is broad, balanced and meaningful. It aims to develop pupils' knowledge, skills and talents, supporting them to become problem-solving, reflective, independent learners and preparing them for the next stage of their learning. It includes all the planned activities that we organise in order to promote learning and pupils' personal development. It includes formal teaching, a wide variety of extra-curricular activities and enrichment to enhance each child's experience. It also includes the 'hidden curriculum' – the learning and development that occurs as a result of the way pupils are treated and expected to behave. We want our pupils to grow into positive, responsible people, who can work independently and cooperatively, while at the same time developing their knowledge and skills in order to achieve their true potential and become good citizens in the future.

The aims of our curriculum are:

to enable all children to learn, make progress and develop their skills to the best of their ability in accordance with their personal needs and circumstances,

to promote positive attitudes to learning and stimulate curiosity in our pupils,

to enable pupils to acquire necessary skills of literacy, numeracy and information and communication technology appropriate to their abilities and levels of maturity,

to enable pupils to be creative, appreciative of the arts and develop their own ideas and themes,

to help pupils develop investigational skills and understand scientific principles,

to teach pupils about the developing world including how their environment and society have changed over time,

to encourage pupils to care for their environment,

to help pupils understand Britain's cultural heritage and its institutions,

to appreciate and value the contribution made by all ethnic groups in our multi-cultural society,

to help pupils become positive, useful, considerate citizens and prepare them for the opportunities, responsibilities and experiences of adult life

to promote and foster pupils' spiritual, moral, cultural and social development,

to help pupils understand the importance of truth and fairness and distinguish right from wrong so that they grow up committed to equal opportunities for all,

to enable our children to have self respect and high esteem and live and work cooperatively with others,

to prepare all pupils well for the next stage of their education.

Organisation and Planning:

Our curriculum is organised and planned to provide full-time supervised education for pupils of compulsory school age. The curriculum is delivered in 22.5hrs per week in Key Stage 1 and in 25hrs per week in Key Stage 2. The PHS curriculum provides the following areas of experience which are taught at levels appropriate to the needs and abilities of all pupils in the following fields:

Linguistic – the development of pupils' oral and written communication skills is mainly through the teaching of Literacy and Language, also through speech and drama, cross curricular themes and the opportunities provided for children to gain confidence in speaking in front of others.

Mathematical – the development of calculating skills and the appreciation of relationships and patterns in number is developed through mathematics lessons taught in a variety of ways to include problem solving, practical work, investigation and discussion. Development is also promoted through reasoning and cross curricular themes in science, art and design technology.

Scientific – pupils' knowledge, understanding and acquisition of scientific skills is developed through science lessons, which include opportunities for observation, investigation, enquiry, forming hypotheses and conducting fair testing. Further development is achieved through cross curricular themes in mathematics, geography and design technology. The school grounds are utilised in this area of learning.

Technological – through ICT lessons, use of ICT throughout the school and in cross curricular subjects.

Human and Social – through the study of History and Geography, people and their environment both now and in the past, cross curricular themes and in PSHE.

Aesthetic and Creative - development through making, composing, inventing, appreciating and using imagination in art, music, drama and literary aspects of English.

Physical – through PE and Games, space to play freely, cross curricular themes with Science, and the principles of good health and fitness taught in PSHE. Fine motor skills are developed in other curriculum areas such as art, design technology and science.

The curriculum is planned in three phases:

Long term/Subject Overview (LTP) - in which content is agreed for each term and for each age group. This plan is reviewed annually.

Medium term (MTP) - in which clear guidance on the objectives and teaching strategies are planned for each topic. Assessment procedures are detailed, as are resources to be used, and planned cross curricular links.

Short term (STP) / lesson plans, where teachers write on a weekly or daily basis covering each session and setting out the learning objectives for each lesson, including classroom organisation, specific activities and appropriate levels of differentiation to be used. This planning will take into account previous assessment.

Our Schemes of Work contain the Long Term Plans for each subject. Teachers' planning documents contain the Medium Term Plans for each subject area. Teachers' Planners or files contain the Short Term Plans for each lesson.

The Role of the Key Stage Co-ordinator

The curricular responsibilities of the Key Stage Co-ordinator are:

To liaise with members of staff working in the Key Stage and with the subject co-ordinators to effect good practice in the teaching of individual subjects,

To have an overview of curriculum matters within the Key Stage,

To attend all relevant curriculum meetings,

To monitor children's progress and attainment across the Key Stage,

To ensure that effective targets are in place for all pupils within the Key Stage,

To produce an annual Key Stage Development Plan.

The Role of the Head of Department / Subject Leader:

To produce and review the Subject Development Plan,

To provide direction in the subject, supporting and advising colleagues in their teaching,

To monitor the curriculum in their particular subject area and review the planning as necessary, checking continuity and progression,

To oversee the regular assessment in their subject/s and analyse results,

To ensure that speaking and listening skills are acquired within their subject with appropriate use of vocabulary and terminology,

To help staff appreciate and include aspects of a spiritual, moral and cultural nature within their teaching,

To ensure resources are updated for teaching and manage them efficiently.

The subject leader monitors the teaching and plans the development of the subject with those who teach it.

He / she keeps abreast with the progression of the subject and the new resources available.

Curriculum Content:

Within the EYFS - the curriculum is designed to encompass the seven areas of learning and development and incorporates the early learning goals, in accordance with the 2014 EYFS Statutory Framework. (See appendix for EYFS).

At Key Stages 1 and 2 – the curriculum includes all subjects of the new National Curriculum plus RE and MFL (from Reception). There is some variation of programmes of study beyond the requirements of the NC in order to prepare pupils for entrance examinations to senior schools.

Pupils' spiritual, moral, social and cultural development is promoted through opportunities presented in subjects across the curriculum, assemblies and PSHE.

The plan for the delivery of Personal, Social and Health Education and Citizenship issues is implemented appropriately across the curriculum in Key Stage 1, in assemblies and as a discrete subject in Key Stage 2.

Pupils are given opportunities to take responsibility and be involved in decision making through special roles in school and as members of the School Council.

Teaching the Curriculum at Pownall Hall School:

Pupils in the EYFS are taught by practitioners who are qualified teachers, the nursery manager and experienced classroom assistants.

Pupils in Reception and Key Stage 1 are taught mainly by their form teachers but have specialist teachers for Science, Music, ICT, PE, Games and French.

Pupils in Key Stage 2 are taught almost wholly by specialist teachers.

The school's SENDCO provides expertise in supporting pupils with SEND, EAL, LDD and in diagnosing and providing regular help for their particular difficulties. IEPs are provided for pupils with significant difficulties or disabilities. Wherever possible, the school is able to provide effective education for children with statements of special needs or EHC plans in cooperation with parents, who must involve the school in decision-making. Extension activities and tasks are provided for those pupils at higher ability levels.

Supervision:

The curriculum is fully supervised by staff, with the possible exception of occasions when Year 6 may be involved in independent research using the school library / ICT Suite. On these occasions regular checks are kept on them by the member of staff concerned or a classroom assistant.

Enrichment of the Curriculum:

It is the school's policy to enhance the curriculum through a broad range of extra-curricular activities, including a wide variety of sporting, creative and academic clubs. Subject areas are regularly enriched by educational visits to places of interest to expand their classroom learning, for example, to the Peak District, Stockley Farm and Manchester Museum. Residential Trips are arranged for older pupils. Business Enterprise activities develop the children's economic education.

Homework:

Homework forms an important part of our curriculum. The school ensures that homework is in line with subject plans and that it is worthwhile and stimulates pupils' interest. It will include research, problem solving and reinforcement of learning in addition to encouraging pupils to use their initiative. It follows an appropriate timetable, which is agreed by teachers and communicated to parents.

Equality of Access and Inclusion:

All pupils are given access to the school's curriculum. Schemes of work are designed to enable pupils to be taught according to their abilities and needs. Where modification is required then this is achieved in accordance to the school's SEND, EAL and LDD policy. All pupils are given the opportunity to learn and

make progress through the school's careful monitoring and appropriate differentiation and support. The school endeavours, through the SENCO, to fulfil the requirements of any statements.

The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that children attending our school who have disabilities are placed in an advantageous position to enable them to learn and take part in activities.

Monitoring and Review:

The Headmaster, Deputy Head and Deputy Head (Academic) are responsible for the organisation and day to day implementation of the school's curriculum. Subject leaders monitor schemes of work and medium term plans to ensure continuity and progression, the way their subject is taught, the effectiveness of the teaching and learning and the management of resources.

EYFS:

The named person for EYFS is the EYFS Co-ordinator, Mrs. Beryl Spence.

This policy has been prepared in accordance with the EYFS Statutory Framework.

At Pownall Hall the Early Years Foundation Stage (EYFS) applies to children from the age of 2 to when they reach their 5th birthday during reception year.

We recognise that every child is a unique and competent learner who can be resilient, capable, confident and self assured and that children develop in individual ways, at varying rates. We use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning. We share the belief that every child matters and provide opportunities for each child to achieve his/her best, taking into account their life experiences when planning for their learning. We meet the needs of all our children through planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.

We set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

Staff use the extensive school grounds to enhance pupil's learning opportunities in addition to using the areas immediately outside each EYFS form room to advantage.

Areas of Learning and Development:

The EYFS Curriculum incorporates the seven areas of learning and development into teacher directed and child-initiated activities.

The three prime areas are crucial for igniting children's curiosity and enthusiasm for learning:

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development

In addition to these, there are four specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas is delivered in isolation from the others. They are equally important and depend on each other. In each area we use the Early Learning Goals that define the expectations for most children to reach by the end of the EYFS. All children in this area of the school are provided for and given the opportunity to make progress in accordance with their needs and abilities.

The EYFS curricular programmes ensure that the skills, processes and understanding required for young children to make progress are effectively covered.

Monitoring and review:

It is the responsibility of all the EYFS teachers to follow the principles stated in this policy and in the detailed EYFS policy. Mrs. Beryl Spence has overall responsibility for the EYFS and discusses working practice in respect of the curriculum regularly with practitioners in order to monitor children's progress and review the effectiveness of the teaching and learning.

This policy will be monitored by the Deputy Head and the school's Academic Committee, which meets termly and is chaired by a governor, and reviewed annually, or before if necessary.

Presented to Governors for approval:

November 2016

Signed

Date

Mrs Eileen MacAulay, Chair of Governors

November 2016

Review Date: November 2017

References:

DFE – Statutory Framework for the Early Years Foundation Stage 2012
ISI – Independent Schools Regulatory Requirements and Standards 0916
The National Curriculum
The National Curriculum in England 2013
The Equality Act 2010
The SEND Code of Practice 2014