

**COGNITA**  
TEACHING EXCELLENCE



**GLENESK**  
Pre-Prep School & Nursery

**Curriculum Policy**  
Including Extra Curricular and enrichment  
(Whole School and EYFS)

**September 2017**

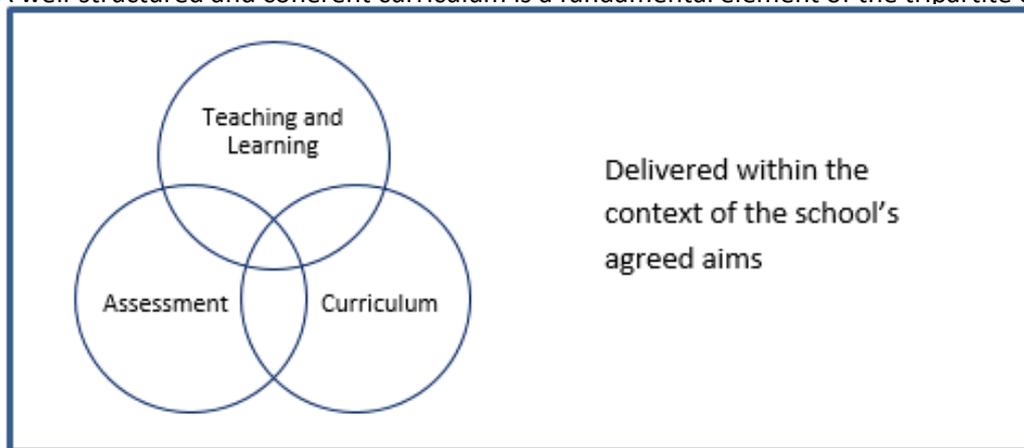
### 1.0 Introduction

1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims which in our school are defined as:

- provide every child with the **highest quality educational framework** and the opportunities to realise his or her full individual potential - academic, physical, creative and spiritual
- develop sound work habits and **attitudes to learning**, whilst preparing pupils thoroughly for examinations for their future schools

1.2 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins



1.4 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.

1.5 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:

- A passion for life-long learning;
- A capacity for independent and critical thinking;
- Self-awareness, self-regulation and resilience;
- Self-confidence without arrogance; and
- Genuine interests that extend beyond the confines of the classroom.

1.6 British Values, which are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

### 2.0 Taught curriculum

2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1. Our pupils also take GL summative assessments at the end of years 1 in English and Mathematics.

2.2 Time awarded to each subject in each year group is visually explained in the curriculum model in Glenesk appendix .

- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans can be requested from the school. Timetables are circulated to parents termly and can be found on our website
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

### 3.0 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the Head of Learning Support or SENCo.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) policy.

### 4.0 SMSC

- 4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
  - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
  - Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
  - Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
  - Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- 4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 4.3 In addition, our approach to SMSC ensures that all pupils will gain an:
- Understanding of how citizens can influence decision-making through the democratic process;
  - Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
  - Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
  - Understanding that the freedom to hold other faiths and beliefs is protected in law;

- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

### 5.0 Religious Education and PSHEE

- 5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE).
- 5.2 Our PSHEE course is delivered to all pupils through PSHEE lessons and daily Assemblies. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise such as outside speakers or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Science and PE; Citizenship through History & RE).

### 6.0 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days are held. These may include World Book Day, Greek Day, May Day, or Anti-Bullying Week.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

### 7.0 Other opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- School Council
  - Roles of Responsibility for Year 2 pupils ie: House Captain, Library Monitor, Music Monitor
  - School trips
  - Fundraising Activities
  - After School Clubs ie: Swimming, Sport, Art, Cookery, gardening
  - Forest School

### 8.0 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is Deputy Head However, all staff are responsible for ensuring this policy is implemented and acted on.
- 8.2 When evaluating the use and impact of this Curriculum Policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
  - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
  - Provides engagement and excitement for learning.

## Glenesk Appendix

The curriculum at Glenesk School aims to promote learning and personal growth. It is broad and balanced, taking account of the principles of the National Curriculum and incorporating a range of extra-curricular activities including sport, music and drama, to enrich the experience at various stages within the school. We aim to teach the children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

### EARLY YEARS FOUNDATION STAGE (INCLUDING RECEPTION)

We take a topic based approach to curriculum planning which ensures coverage of the desirable aspects of the National Curriculum and Early Learning Goals. Learning through play, as well as more structured activities are promoted. The assessment of children is ongoing and observations, photographic evidence, quotations from the children and their work, are displayed in a Learning Journal, which stays with the children throughout the Early Years Foundation Stage.

The Early Years Foundation Stage education we offer our children is based on the following principles.

- Children can develop as individuals.
- Children are offered activities to promote positive self-image.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches the needs of young children, and activities that provide opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- Planned activities on a daily basis for early numeracy and language skills.

### ORGANISATION AND PLANNING in KS1

Our curriculum is planned and organised in three stages.

We agree a **long term plan** for each year group which outlines which topics will be taught over the years and to which groups of children. These plans are then reviewed regularly. Our planning helps to ensure continuity across Year Groups, and also progression between years in individual subjects, although cooperation between subjects on a cross-curricular topic is also valued.

Our **medium term plans** aim to give guidance on the objectives to be reached. They may also make reference to a variety of sources including interactive media and QCA subject guidelines.

Our **short term plans** are those that teachers write on a weekly or daily basis. These clearly state the learning objectives and identify specific resources to be used and activities to be completed within the lesson.

### KEY STAGE 1

Children are taught in mixed ability classes by the Class Teacher. Specialist staff provide lessons in Music, Games/PE, Dance and Drama. Units of work are planned collaboratively to ensure consistency, progression and coverage.

### **CHILDREN WITH LEARNING SUPPORT NEEDS**

The curriculum at Glenesk School is designed to provide access and opportunity for all who attend the school. We will amend the standard curriculum as and when necessary to meet the needs of individual children.

We do all we can at Glenesk School to meet the needs of any pupil with a special educational need. We comply fully with the requirements set out in the SEND code of practice in providing for children with special needs. The process for identifying a pupil who may have special needs is fully laid out in the Special Needs Policy. In the main, we aim to meet the pupil's need within the normal classroom environment supported as and where necessary by a suitably qualified/experienced LSA. All staff receive regular updates and will liaise with the SENDO over specific concerns.

### **GIFTED/TALENTED AND MORE ABLE PUPILS**

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as drama.

The term 'gifted and talented' is not to be understood as referring only to the most highly achieving children in the school population although often potentially is a defining factor.

Within the school, we recognise that gifted and talented pupils can be either non-specifically gifted and talented across a wide range of subjects or gifted and talented in one or two highly specific areas. As a result any pupil scoring over 130 in a GL assessment is automatically judged to be academically gifted by our current definition. Other pupils may be recommended for the G & T register based on qualitative data and teacher assessment.

Important strategies used within our curriculum to challenge these may pupils include:

- The development of independent learning by encouraging pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical. To this end, the school aims to share best practice across the school and encourage whenever and wherever possible the use of higher order thinking skills such as those mentioned in blooms Taxonomy, as well as developing the skills of evaluation and questioning.
- The encouragement of thinking skills to challenge oneself.
- The provision of opportunities for gifted and talented pupils to work with other pupils of a similar ability. This may mean that it is appropriate for pupils to be accelerated occasionally.
- Differentiation within subject areas which must include provision of enrichment/extension activities and tasks.

## **Extra Curricular and Enrichment**

### **Introduction and Purpose**

Enrichment and Extra-Curricular activities play an essential part in enhancing the educational and school life experience of all our pupils.

At Glenesk School we recognise the importance of enrichment and place great value on providing a variety of opportunities. This policy outlines our intentions on how best to deliver those opportunities to all our pupils.

Enrichment opportunities take place both inside and outside of the classroom and include those that are:

- Curriculum based
- Extra-Curricular based

The aims of the Extra-Curricular and Enrichment policy are to:

- Outline the roles and responsibilities of different staff in promoting and ensuring enrichment activities take place.
- Set out clear guidelines for running enrichment opportunities.

Timings of Enrichment opportunities

At Glenesk School we may provide enrichment opportunities during the following times:

- Before or after school in the form of Clubs, Early Birds and Stay and Play
- At lunch time
- During lessons
- During school holidays in the form of holiday clubs

Type of Enrichment opportunity

The following are the main types of enrichment activity we aim to provide on a regular basis:

- Offsite visits and learning outside the classroom
- Lessons in the school grounds and outdoor learning areas
- Looking after the school pets and animals
- Sport Fixtures with other schools
- Choir trips
- Visiting Speakers

## Curriculum Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Director of Education
Document author (name)	Danuta Tomasz, ADE
Consultation – May 2017	The following schools were consulted: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative – John Coleman, ADE

<b>Audience</b>	
Audience	All school staff

<b>Document application and publication</b>	
England	Yes
Wales	Yes
Spain	Yes

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<b>Related documentation</b>	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards
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