



Carleton House

Preparatory School

SCHOOL CURRICULUM POLICY

Date of policy:

Written by Mrs S. Coleman

October 2021

To be reviewed October 2023



Mission Statement

We live, love and learn with Jesus

The school is characterised by a broad and exciting curriculum that develops pupils' knowledge, skills and talents, supporting them to become reflective, problem-solving, independent learners. This enables pupils to make maximum progress and prepares them for the next stage of their learning as well as adequate preparation for the opportunities, responsibilities and experiences of adult life.

Effective, efficient and ambitious leadership and governance, including distributed leadership, nurtures our ethos and environment and drives the continuous development of teaching, learning and assessment and the curriculum provision necessary to ensure that all of our children make good or better progress and achieve high standards in all aspects of their development

This policy applies equally to the EYFS.

The curriculum aims to:

- Provide a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- Ensure that where the principal language of instruction is a language other than English, lessons in written and spoken English are provided;
- Teach personal, social, health and economic education which –
 - (i) is reflective of our school's aim and ethos;
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- Ensure all pupils, in all key Stages are provided with a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- Give all pupils the opportunity to learn and make progress;
- provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The curriculum will encompass all national curriculum subjects and be enriched with additional subject studies, diversity and variety at different stages. It will take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. The curriculum will not undermine the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum will consist of:

Foundation Stage; Early Years Foundation Stage Curriculum as revised September 2021

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

Key Stage 1:

English, Maths, Science, Art and Design, Computing, Design Technology, Geography, History, Music, Physical Education, Spanish, Religious Education, RSE, PSHE and Citizenship.

Key Stage 2: English, Maths, Science, Art and Design, Computing, Design Technology, Geography, History, Music, Physical Education, Spanish, Religious Education, RSE, PSHE and Citizenship.

Class teachers are supported by a Full Time Teaching Assistant in Nursery, Reception and Year 1 with part time teaching assistants supporting learning in Y2-Y6. Two full time Higher Level Teaching Assistants (HLTA's) are available to work with the children across years groups. The majority of the curriculum is planned for and taught by the class teacher with specialist teaching provided for some subjects.

Specialist teaching takes place in the following year Groups and subjects:

	Spanish	Music	Swimming	English	Maths	Computing	Peripatetic
EYFS	✓	✓					
Year 1	✓	✓				✓	
Year 2	✓	✓				✓	
Year 3	✓	✓	✓			✓	✓
Year 4	✓	✓	✓			✓	✓
Year 5	✓	✓	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓	✓	✓

Our aims for our curriculum:

- Underpinned by aims, values and purpose.
- Develops the whole person – values, attitudes, knowledge, skills and understanding.
- Is broad, balanced and has clear progression in subject knowledge and skills.
- Is filled with rich first-hand purposeful experiences and encourages the use of environments and expertise beyond the classroom.
- Has local, national and international dimensions and makes meaningful links between areas of knowledge across the curriculum and real life issues and contexts.
- Is flexible and responsive to individual needs and interests.
- Has an eye on the future and the needs of future citizens.
- Is responsive to the uniqueness and special potential of each child.
- Supports thinking, problem solving and creative learning.
- Accessible for all pupils.

Monitoring and Evaluation

A comprehensive monitoring cycle is in place to ensure high standards of teaching and learning. The subject co-ordinator works alongside the Headteacher to monitor standards. A report is presented to the Governing body and future actions are agreed and included in the school development plan.

Continuity and Progression

Continuity and progression through succeeding phases of education will be promoted through the quality of whole-school curriculum planning and its response to the outcomes of pupil assessment.

We ease transition with detailed handover between each class teacher and phase of learning between the Foundation Stage and Year 1, between Year 2 and Year 3. We endeavour to make strong links with Year 7 tutors in senior schools to ensure pupils are well prepared for their transition to the next phase of their learning.

Cross-Curricular Links

Planning will link different curricular areas to help pupils see the relationships between each subject. Subject coordinators will have a significant role to play in this. English and Mathematical skills will be utilised throughout all subjects where appropriate and IT will be used to present work, research information and present data across the curriculum.

Equality

Equality of access to each part of the curriculum implies courses of study that are geared to the different needs and abilities of the pupils. All pupils (including those with an EHCP) will be taught the same knowledge and skills for each subject at levels appropriate to their needs. Schemes of work will be designed to enable pupils with learning difficulties to receive extra support, whilst more able pupils will be able to enrich their learning through extension tasks.

Enrichment

The curriculum will be extended to provide enriching opportunities for learning. Teachers may organise visits to a place of interest, a theatre or residential visits in KS2 as a means of widening pupils' knowledge and experience.

Extra-Curricular

The curriculum will be further enriched with extra-curricular activities. Pupils of all ages will have the opportunity to be involved in a club, society or activity designed to broaden their experience and improve their skills and knowledge. Pupils will have opportunities to participate in activities that may be closely related to the subjects they study during the day, for example, drama, art and craft or sports. They may also participate in a club that opens up a totally new experience, for example first aid, debate club, cookery, games club, etc.

Theme Weeks

The curriculum will be further enhanced through theme weeks which will focus on particular topics and skills and will facilitate whole school learning and engagement.

Homework

Homework forms an important part of the curriculum. Subject policies contain reference to homework to ensure that it is worthwhile and stimulates pupils' interest. It will be concerned with research, problem solving, the reinforcement of learning, and encouraging pupils to use their initiative. Homework will follow an agreed appropriate timetable.

Parents as Partners

Our curriculum is shared with our parents at the beginning of the new school year through our welcome to the year group presentations and is also available on the school website. We seek to engage parents as much as possible in our curriculum and aim to keep them updated and involved in our school activities through trips, Twitter, careers week visits, assemblies and home school learning. Parents are invited to share in their knowledge and expertise with the children through visits and presentations or talks to the class. Curriculum Documents for each year group are shared on our school website.

	The Carleton House Preparatory School Curriculum									
	Our Carleton Charter	Care for our Community	Always try your best	Remember to show respect	Love our world	Everyone is Equal	Take time to listen and Tell	Our School, Our Family, Our Responsibility	New Friends Always Welcome	

<p>We are a Catholic School following in the footsteps of Jesus through the Gospel Values</p> <p>"They can because they think they can" Our Learning Values:</p> <p>The British Values are embedded within our curriculum</p>	LOVE	FORGIVENESS	TRUTH	PEACE	MERCY	COMPASSION	RESPECT
	Self-motivation	Thinking	Resilience	Independence	Collaboration	Emotional Intelligence	
<p>The vision of the curriculum at Carleton House Preparatory School:</p>	Democracy	The Rule of Law	Individual Liberty	Mutual Respect	Tolerance		
<p>Our teaching intentions: We provide opportunities for our pupils to assume responsibilities</p> <p>Informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.</p>	<p>We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.</p>	<p>Using the national curriculum guidelines we develop the knowledge content of our curriculum, but aim to ensure it is relevant and exciting with purposeful outcomes</p>	<p>Our curriculum has local, national and internal dimensions and makes meaningful links between areas of knowledge across the curriculum and real life issues and contexts.</p>	<p>We want our children to have a love of learning, feel passionate and have ownership of the outcomes.</p>	<p>We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.</p>	<p>We encourage our children to share their learning with each other, their families and the wider community and to learn from others.</p>	<p>We are preparing our children for their future adult lives. We want them to become responsible citizens who make a positive contribution to society.</p>
<p>Our teaching intentions: We provide opportunities for our pupils to assume responsibilities</p>	<p>Head/ Deputy Boy & Girl</p>	<p>School Council</p>	<p>Prefects</p>	<p>House Captains</p>	<p>Playground Leaders</p>		
<p>Teaching Intentions</p>	<p>Teaching is responsive to learners strengths and needs and engages, motivates and inspires them.</p>	<p>Teachers have deep knowledge of the subjects they teach.</p>	<p>Teachers monitor learning and provide feedback.</p>	<p>Positive relationships ensure secure learning environments where pupils feel supported yet positively challenged.</p>	<p>Children are supported to learn how to learn and to develop positive learning behaviours and intellectual and emotional resilience</p>	<p>Developing strong partnership with parents that supports learning at school and home</p>	

<p>An exciting and engaging curriculum making full use of opportunities for real world learning</p>	RE	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	DT	ART	COMPUTING	MUSIC	SPANISH	PE	PSHE/RSE
	<p>IMPACT 1: Standards Children make excellent progress. Attainment is consistently above national expectations. A high percentage of pupils are successful in securing a place at the secondary school of their choice.</p> <p>IMPACT 2: "They can because they think they can" Children are confident and successful learners, demonstrating our learning values, and make the right choices for their learning.</p> <p>IMPACT 3: Personal Development Children demonstrate the 'Carleton Charter' in their learning and in their behaviour in and around school. The choices children make benefit the school and local community.</p>												
<p>High ambition for all pupils. All are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race</p>	<p>Embedded Ethos, Mission Statement and positive environment</p> <p>Challenge and progress in every lesson</p> <p>Exciting and engaging learning strategies</p> <p>High quality training and effective deployment of all staff</p> <p>Assessment, marking and feedback</p> <p>Intervention support and challenge</p> <p>Challenging appraisal targets for all staff</p> <p>Positive parental collaboration</p> <p>Effective home learning</p>												

<p>How we maximise the impact of our curriculum</p>	Daily teacher assessment for learning	Termly standardised assessment	Termly tracking of whole school, class and groups progress	Termly SLT Pupil Progress meetings to review support and intervention for all groups	Timetable for half termly co-ordinator monitoring of outcomes and provision	Cycle of monitoring of regulatory compliance by Governing body	Monitoring cycle including planning, book scrutiny, observations and HT learning walks	Pupil Interviews	Parental questionnaire and feedback	Internal and external moderation	Link Governors and FGB overview of data
	<p>How we quality assure the impact of our curriculum</p>										