



## **Gatehouse School Curriculum Policy**

**Covid update: Covid has had no impact on the curriculum, however it has at times been presented on a digital platform as opposed to face-to-face in the event of an individual child isolating or a bubble isolating.**

### **Introduction**

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 and the Early Years Foundation Stage (EYFS), but also other subjects (such as French and swimming) and the range of extra- curricular activities that the school provides in order to enrich the education of our pupils. 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 healthy, positive, responsible people, who can work and co-operate with each other while developing knowledge, understanding and skills, so that they achieve their true potential. We have an extensive co-curricular programme. A range of enrichment days are organised throughout the year to bring many facets of learning under one focus (such as day trips, residentials, International Day, World Book Day and charity days) and these days involve co-operation by all taking part. A wide variety of after school clubs and lunchtime activities are also on offer throughout the school.

Personal, Social, Health, Citizenship, as well as Emotional Education, is a fundamental part of the curriculum. Through well-structured circle times, a variety of assembly styles and good role models amongst staff and pupils, children are equipped with the skills and knowledge to stay safe and healthy, to make good relationships and to understand the expectations of behaviour towards each other throughout EYFS and the Lower Juniors. In the Upper Juniors this is built upon by timetabled PSHE lessons for each class which cover topics such as healthy life-style, citizenship, drugs awareness, friendships and relationships. British Values and the key elements of SMCS are covered in these lessons, but also across the curriculum and all aspects of life at Gatehouse School.

The curriculum is reviewed on a regular basis by both the Senior Leadership Team, with subject coordinators monitoring their own area. Curriculum discussions occur throughout the academic year. Any potential changes to the curriculum must be brought to the attention of the Deputy Head and Director of Studies who have responsibility for the management of the curriculum. Any changes relating

to the Early Years provision are overseen by the Head of EYFS. The Director of Studies has overall responsibility for assessment across the school, with the Head of EYFS overseeing assessment in Reception and Nursery. The Head, who has overall responsibility for the delivery of the curriculum, will naturally be involved in discussions to make changes and these ideas will be discussed at SLT meetings. Significant changes will also be presented to the Governing Body at the termly meetings.

## **Values**

Our school curriculum is underpinned by the school's mission statement:

***Children of any race, creed, colour, background and intellect shall be accepted as students and work side by side without streaming or any kind of segregation with the aim that each child shall get to know and love God, and to develop their own uniqueness of personality to enable them to appreciate the world and the world to appreciate them.***

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.

- We value the way in which all people 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 person 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.

## **Aims and objectives**

The aims of our school curriculum are:

- to enable **all** children to learn, be challenged and develop their skills in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education 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 (ICT);

- 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 understand Britain's cultural heritage;
- 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.

## **Organisation and Planning**

We plan our curriculum in three phases. We agree long-term plans which indicate the skills and topics to be taught in each term and to which groups of children. We review our long term plans on a regular basis.

Teachers are given flexibility with the format for medium term planning, and plans may differ between subjects, but objectives are set out with activities and assessment criteria.

The National Curriculum is often used as a basis for the long and medium term plans for KS1 and KS2.

In the EYFS, the *prime* areas of study are:

- Communication and language
- Physical development
- Personal, social and emotional development

And four *specific* areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our short-term plans are those that our teachers write on a weekly or daily basis in their planners. We use these to set out the learning intentions for each session and to identify the actual resources and activities we are going to use in the lesson, including how these may need to be differentiated to meet individual needs and the deployment of support staff.

The Headteacher is responsible for the overall planning and organisation of the curriculum, which is supervised and reviewed by the Deputy Head and Head of EYFS. The Director of Studies is responsible for overseeing the Subject co-ordinators who work to ensure that their subject provides continuity and progression from the EYFS to the end of Key Stage 2 and, in so doing, their role is to liaise with staff in all phases. The Senior Leadership Team incorporating the Deputy Head, Head of EYFS, Director of Studies and Director of Pastoral Care are key to ensuring this liaison is effective.

Whilst the continuity of a form teacher, who knows the pupils well, is a priority, specialist teaching is an important part of our curriculum. In all year groups, children are taught by specialist music, French, ICT and PE teachers and from year 3, children are taught by specialist teachers using specialist facilities for each subject area. This helps to provide a stimulating and challenging curriculum in which our children are best able to thrive.

### **Children with Special Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Those pupils identified with special learning needs - Specific learning difficulties (SEN), English as an additional language (EAL) or who are especially Able/Talented - are supported primarily through differentiation. This may mean that they are supported in the classroom by Teaching Assistants or withdrawn in small groups, as well as by teachers differentiating resources or activities. Pupils on our Special Needs Register have individual education plans (IEPs) which identify areas and targets upon which to focus, and meetings are held to discuss these needs with parents. Some pupils have Educational Psychologist reports and where pupils have Statements or Educational Healthcare Plans their needs are met as specified by the Statement or EHCP. The Inclusion Coordinator is responsible for ensuring that these plans are effectively implemented. Where EYFS pupils have English as an Additional Language the School provides opportunities for the children to develop and use their home language in play and learning and provides additional support, when required, for their English language development. Please refer to the Inclusion Policy for particular details of support and enrichment activities for pupils identified as able or talented.

We have an Inclusion Coordinator who coordinates provision for pupils with special needs throughout the school. This includes provision for those identified as able or talented.

### **The Role of the Subject Coordinator**

Subject Coordinators are responsible to the Headteacher, through the Director of Studies, Deputy Head and Head of EYFS for the effective delivery of the curriculum. He/she is expected to:

- Ensure that a relevant scheme of work is maintained and reviewed regularly and that subject policy is implemented.
- Liaise with the Deputy Head to ensure that up to date long-term plans are displayed on the website.
- Guide the teachers of the subject, offering here and advice where necessary.
- Hold subject meetings at least once a year to review the delivery of the subject.
- Manage the subject budget effectively and ensure that the subject is appropriately resourced.
- Design, implement and evaluate their subject development plan.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that subject staff complete termly formative assessments (Otrack) and keep copies of reports in their subject file.
- Ensure that there are good standards of teaching and learning in the subject through short pre- arranged observations and by looking at samples of pupils' work.
- Attend Subject Coordinators meetings led by the Director of Studies.

### **Monitoring and Review**

The Headteacher is responsible for monitoring the way the school curriculum is implemented, in consultation with the Deputy Head and other members of the Senior Leadership Team.

<b>Status</b>	Complies with ISI Handbook Part 1, paragraph 2(1)(a)
<b>Reviewed by Governors</b>	<b>November 2021</b>
<b>Next Review</b>	<b>November 2022</b>