



Curriculum Policy (including EYFS)

Goodwyn School

This policy covers all pupils at Goodwyn School including the Early Years Foundation Stage (EYFS)

Definition

The curriculum is the planned allocation of teaching and learning opportunities and the designated content for each subject to each age group throughout the school. Pupils at Goodwyn School include those in the Foundation Stage from age 3 in the Nursery, through Reception and into Key Stage One and Two.

We recognise that a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(a)), is a requirement and the pupils' entitlement. The programmes of study from the National Curriculum (2014) are used as a framework upon which relevant schemes of work are developed to ensure pupils have plentiful experiences to develop their linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

For the pupils below compulsory school age, 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 will be planned using the Development Matters and Characteristics of Effective Learning from the Early Years Foundation Stage (2014) towards the Early Learning Goals of the Early Years Foundation Stage Profile 2014.

Throughout Goodwyn School social, emotional development, positive behaviour and respect for Fundamental British Values (the rule of law, democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs) are promoted explicitly through the teaching of a Personal Social Health and Economic programme, Religious Education and the consistent implementation of our Behaviour Policy.

In addition to the knowledge, skills and understanding planned in accordance with the National Curriculum and the Early Years Foundation Stage, pupils are encouraged to develop learning behaviours to maximise their educational opportunities and equip them with dispositions for lifelong learning and success in future workplaces.

Statement

Goodwyn School is an inclusive school, which provides a high quality academic education for our girls and boys. We seek to develop the best of our pupils, staff and families within a vibrant

community; one which cares and shows mutual respect for all and celebrates the success of each individual as part of the whole.

The School's specific aim is set out in the acronym: We CARE

Choose to do the right thing

Always do our best

Respect ourselves and others

Everyone looks after each other

The School's motto 'Virtus Omnia Vincit' Good Always Wins is reflected in our educational programme as all members of the School are encouraged to be kind, honest and purposeful members of the school and the local community, national community and internationally.

Our values:

We offer pupils a broad and balanced curriculum and extra-curricular programme, for acquiring knowledge, understanding, skills and attitudes in preparation for Secondary and Higher Education, the world of employment and lifelong learning as citizens of the world. We promote spiritual and moral values, emphasising honesty, integrity, generosity, respect for other people and the environment, and an appreciation of other races, religions and ways of life.

We enhance pupils' self-awareness and self-confidence, enabling them to develop their leadership skills; to value their own and others' efforts and achievements and to develop a sense of care and responsibility for the School community and for wider society.

Our school curriculum is underpinned by the values that are expressed in our Mission Statement. The curriculum is the means whereby the school achieves its objective of educating children in the knowledge, skill and understanding that they will need in order to lead fulfilling lives. Through all our teaching we aim to interact with pupils, to challenge them, to support their learning, to question them carefully, to uncover misconceptions and develop deeper understanding.

Aims

The aims of our school curriculum are:

- To enable all children to learn new knowledge, make good progress and develop their skills to the best of their ability, taking into account ages, aptitudes and needs through careful planning, good understanding of subject matter and well resourced classrooms
- To provide an age appropriate, accessible education for all pupils in the school; to challenge each child at a relevant level taking into account their individual starting points, including those with special education needs or disabilities, those with an Education and Healthcare Plan or Individual Learning Plan, high achievers and those for whom English is an additional language
- To fulfil all requirements of the National Curriculum of England 2014 and the Early Years Learning and Development Foundation Stage (E.Y.F.S) 2014

- To provide a programme of activities for Nursery which is appropriate to the educational needs of all in relation to personal, social, emotional and physical development and communication and language skills
- To encourage pupils to accept responsibility for their behaviour towards work and understand how they will contribute to their community and society as a whole
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To facilitate a deeper level of learning, engagement and critical thinking by embedding independent learning throughout our school experience
- To help children understand Britain's cultural heritage and to promote the fundamental British values of democracy, rule of law and mutual respect and tolerance of those with different faith and belief to equip them with positive attitudes towards those they encounter their school education and in future years
- To help children to understand the importance of truth and fairness, so that they grow up committed to policies ensuring equal opportunities for all
- To enable children to have respect for themselves and others, to have high self esteem and to be able to live and work co-operatively with others
- To teach children to have an awareness of their own spiritual, moral, social and cultural, development, and to understand right from wrong
- To teach respect for all protected characteristics
- To provide personal, social, health and economic education which reflects the school's aims and ethos

We aim to offer a breadth of experience as follows:

- **Linguistic**
This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing in English as well as other languages.
- **Mathematical**
This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.
- **Scientific**
This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- **Technological**
These skills include the use of information and communication technology (Computing); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products (DT).
- **Human and Social**

This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography make a strong contribution to this area.

- **Physical**
This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and Creative**
This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including Art, Music, Drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

Planning

A long term curriculum overview is agreed and reviewed annually. This indicates which topics are to be taught in each term, and to which groups of children.

In our medium term plans, we give clear guidance on the objectives that we use when teaching each topic. 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. Planning is carried out co-operatively between the teachers of each year group to ensure parity across the classes in that year group where year groups are two- form entry.

In the Early Years Foundation Stage the approach to teaching and learning is led by the interests of the children where possible. Play is given high regard as a context for pupil enquiry, development of independence and consolidation of adult directing learning. In accordance with the relevant curriculum documents, Early Years teachers can determine an appropriate balance of child led and adult led learning experiences for the children in their care. The Long Term curriculum overview is used to guide the selection of a topic for each half term. Medium Term and Short Term Weekly or Daily plans are then created to enable learning in all 7 areas of the EYFS facilitating a balance of child led and adult directed activities.

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

Throughout all learning experiences across all areas in the EYFS the Characteristics of Effective Learning are promoted and observed.

- Playing and exploring
- Active learning

- Creating and thinking critically

At Key Stage 1 we are moving towards cross curricular approach for curriculum planning in Science, Computing and the Foundation subjects to build upon and continue seamlessly from the Early Years. At Key Stage 2, we teach all core and foundation subjects separately. However, where potential connections in learning emerge, planning takes on a cross curricular approach to maximise opportunities for pupils to transfer, assimilate and apply knowledge skills and understanding.

Our curriculum planning is broad and balanced. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum of England and the Early Years Foundation Stage (E.Y.F.S) and there is planned progression in all curriculum areas.

Differentiation

The curriculum is designed to provide access and opportunity for all children who attend the school. We provide differentiated activities to suit the range of ability and those for whom English is an additional language in the classroom environment. The High Achievers Policy sets out the methods and processes by which we identify and provide for our more able pupils beyond the classroom; able children are given enrichment opportunities and challenge sessions.

Our tracking system is effective to show termly progress in writing and reading (from KS1), half termly maths and progress meetings ensure that rates of progress are measured and interventions and class teaching is adapted accordingly. A clear system to gauge prior attainment, aptitudes and needs is deemed essential for best progress. On a daily basis our system of Read, Respond, Initial ensures dialogue between pupil and teacher to enable best progress.

If a child has a special educational need or disability, our school will make reasonable adjustments to meet these individual needs. If any indication of special educational need or disability is observed a record of concern will be raised with the parents and the SENDCO and an individual plan will be implemented where necessary. In some cases this will lead to further assessment and referral as detailed in the SEND Policy in accordance with the Code of Practice of 2014. The curriculum does not discriminate against any pupils (contrary to 2010 Equality Act Part 6).

Curriculum Organisation

The policies and schemes of work for individual subjects are available to all staff on the school's Shared Work Area.

Our school fully supports the principle that young children learn through well-planned play and should be engaging in a balance of structured and open-ended activities, including access to cross curricular learning opportunities indoors and outdoors. Specialist teachers are used for Music, Modern Foreign Languages and PE.

EYFS

We plan to provide a broad range of open-ended opportunities for children to learn through play based self-initiated activities. Our planning is organised to promote development in seven areas

with the links to the relevant development matters underpinning the focus of adult led activities. Attention is given to facilitating the development of the Characteristics of Effective Learning throughout all seven areas of learning as detailed in the Early Years Policy.

At our school, we are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build 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.

Key Stage 1

The timetable is organised by the teachers to maximise the learning time and include the lessons taught by subject specialists. Teachers are responsible for timetabling the number of hours for individual subjects within the week. There is flexibility for teachers to focus teaching and learning in specific curriculum areas during certain weeks to enhance meaningful connections. Teachers will ensure the termly allocation of teaching time for each subject is met.

Teachers are given considerable freedom as professionals to develop appropriate approaches to teaching, according to the needs of the children and the demands of the subject curriculum. A balance is expected to be struck between whole-class interactive teaching, group work and individual assignments.

KS1 time allocation on average per week

PE/Games 1hour 15mins	Computing 1 hour	RE/PHSE 30 mins each
English 5 hours	History 45 mins	UKG Music 1hour Transition Music 1 ½ hours (Recorders introduction)
Maths 4-5 hours	Geography 45 mins	MFL 1hour
Science 1 ½ hours	Art/DT 1 hour	

KS2 time allocation on average

MFL Lower KS2 1 hour Upper KS2 1 ½ hours	Computing 1 hour	RE/PHSE 30 mins each
English 5 hours (3 hrs text, 1 hour max Comprehension, 30 mins Spelling, 30 mins Grammar)	History 45 mins	Music 1 1/2 hours
Maths 4-5 hours	Geography 45 mins	PE/Games 2 1/4 hours
Science 1 ½ hours	Art/DT 1 hour	Drama 30 mins

NB Library, Guided Reading, Presentations and Handwriting are not included in this allocation.

P.E and Games, MFL and Music are taught by specialist teachers. KS2 children visit specialist sports venues- Copthall Swimming Pool, Hendon Lesiure Centre and Mill Hill School playing fields. In PE children are given equal opportunities to access the curriculum.

PSHE is a timetabled lesson in addition to all those opportunities where it is woven into the thread of the school's week. RE lessons and Assemblies provide opportunities to understand cultures, explore the children's spiritual identity and promotes respect for all. PHSE encourages respect for the opinions of others including the protected characteristics set out in the 2010 Equality Act (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) and incorporates an SRE programme.

Independent learning and skills for approaching learning are a focus to produce self -motivated, confident learners who are willing to take risks and work hard to achieve.

Extra- Curricular Activities

A range of extra-curricular clubs are offered as enrichment to pupils in KS1 where it is felt the pupils will benefit from early immersion into a specific subject or sport. The range and demand for extra curricular activities is reviewed termly.

All pupils in Years 3 to 6 are encouraged to participate in the wider range of extra-curricular activities provided, to stimulate and develop their own personal interests. These activities include a wide range of choices including chess, drama and art and craft clubs.

Pandemic Addendum

Rigorous assessment ensures that gaps are identified in the light of remote learning and absence due to Covid-19. Adjustments are made to all areas of the curriculum.

Monitoring

The Headteacher has responsibility for the leadership of the curriculum, together with the SLT and for monitoring its provision in order to:

- Provide a strategic lead and direction for the curriculum
- Support and offer advice to colleagues on issues relating to the curriculum
- Ensure efficient resource management for the curriculum
- Monitor pupil progress and planning

It is the responsibility of each subject co-ordinator to keep up to date with developments in their subject. They will monitor the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Early Years Foundation Stage and Year 1 to Year 6 teachers will jointly ensure that progression is continuous across phases.

They will review the way that the subject is taught in the school and plan for improvement, contributing to the School Development Plan.

Class and subject teachers ensure that the curriculum is well-planned and taught, and that the aims are covered for each class they teach

LINKS

Early Years Policy

SEND Policy

Behaviour Policy

PSHE Policy

Marking Policy

Covid-19 Policy

All subject policies

Independent Schools Standards Regulations September 2021

Written by	Lisa Woolfe Headteacher
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