



ORCHARD
HOUSE SCHOOL

Curriculum Policy

January 2021

CURRICULUM POLICY

To offer a broad based curriculum in order to facilitate the acquisition of knowledge, promote enjoyment in learning, and to provide knowledge/skills to equip pupils for work and leisure as active, confident and responsible members of a rapidly developing society. (Ethos and aims policy)

Status

1. This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage 3rd March 2017, effective 3rd April 2017.

Consultation

2. This policy was drawn up following consultation with all the staff and, in particular, with the SLT. The aim is to ensure progression, continuity and learning. In addition, fellow Heads of independent preparatory schools in the area contributed their views. The requirements of the secondary day schools, including those grouped together under the North London Consortium, the independent day schools with their own entrance system, the ISEB for those taking Common Entrance for boarding schools, The Primary Framework for Literacy and Mathematics, DfE circulars and guidance from the Qualifications and Curriculum Authority also informed the policy.
3. The curriculum offered gives children the opportunity to achieve the highest possible standards of numeracy and literacy whilst ensuring they can become confident in physical, artistic, practical and social skills. The school provides a broad and balanced education allowing for the individual needs of each child to be met within well-planned learning experiences. Areas of learning include:

Assessment

4. Elements of the curriculum are assessed using National Curriculum criteria but assessments will also be made with regard to other external influences e.g. 11+ entrance exams and common entrance. Formal assessments are conducted termly focusing in reading, spelling, writing and mathematics. In addition, termly summative tracking takes place for both English and maths across Key Stage 2.
5. See *Assessment, Recording & Reporting Policy*

Equal Opportunities

6. Access to programmes of study is based on academic suitability and appropriateness, regardless of gender, sexual orientation, race, disability, religion or belief.

7. Orchard School also seeks to promote community cohesion.
8. Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

Differentiation

9. Most subjects are taught in mixed ability groups and a variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. Mathematics and English are set according to ability from Year 3 through to Year 6.
10. Support groups are provided by maths and English set teachers in Form 6 to ensure there are no gaps in knowledge prior to the children's examination period.
11. Learning support is provided by specialist teachers for pupils who need help in a specific area of learning. (see SEN Support policy)
12. MAT provision is overseen by the MAT coordinator and pupil profiles are created setting out specific provision for these identified children. Differentiated work is evidenced in planning for these groups of children and highlighted in green.

Early Years

13. The curriculum is planned with reference to the Practice Guidance for the Early Years Foundation Stage March 2017, covering the following areas of learning:
 - Personal, Social and Emotional Development
Children will be provided with experiences and support, which will help them to: develop a positive sense of themselves and of others, respect others, form positive relationships, build their social skills, build resilience, understand appropriate behaviour, learn to manage their feelings and develop a positive disposition to learn. Providers will ensure support for children's emotional well-being to help them to know themselves and what they can do.
 - Communication & Language
Children's learning and competence in communicating, speaking and listening and beginning to read and write will be supported and extended. They will be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes and will be supported to develop the confidence and disposition to do so.
 - Literacy
Children will be supported to link sounds to letters and begin to read and write. They will be given access to a wide range of phonic and sight reading material, including poetry, fiction and non-fiction materials to ignite their interest.
 - Mathematics
Children will be supported in developing their understanding and improve

their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces and measures in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They will be provided with opportunities to practice and extend their skills in these areas and to gain confidence and competence in their use.

- **Understanding the world**
Children will be supported in developing the knowledge; skills and understanding that help them to make sense of their physical world, and community. Their learning will be supported through offering opportunities for them to observe, explore and celebrate a range of religious festivals, encounter creatures, people, plants and objects in their natural environments and in real- life situations; undertake practical 'experiments', and work with a range of materials. Children will use and develop an understanding of a variety of technological toys and equipment and their use in the modern world.
- **Physical development**
Physical development will be encouraged through the provision of opportunities for children to be active and interactive and to improve their skills of coordination, control, manipulation and movement. They will be supported in using all their senses to learn about the world around them and to make connections between new information and what they already know. They will be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.
- **Expressive Arts & Design**
Children's creativity will be extended by the provision of support for their curiosity, exploration and play with a wide range of media and materials. They will be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities and design and technology.
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(see EYFS policy for details)

KS1 & KS2

The curriculum is planned with reference to the National Curriculum across KS1 & KS2 with the addition of supplementary resources to support the National Curriculum areas of learning.

14. Mathematics

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

15. English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

At Orchard House school our English curriculum is supplemented with the Hamilton Trust scheme of work.

16. Science

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Alongside the national curriculum for science, Developing Experts is used as a supplementary resource to enhance scientific enquiry and application.

17. RSE

The revised curriculum will begin in the summer term of 2021 with statutory elements integrated into the existing scheme of work, focussing on the key building blocks of healthy, respectful relationships, including family and friendships, in all relevant contexts, including online. This sits alongside the essential understanding of how to be healthy and awareness of the wider world we live in.

This forms part of the wider work of the school in fostering pupil wellbeing, developing resilience and life skills fundamental to pupils being happy, successful, and productive members of society. This also complements the ethos of the school and its values, helping to develop personal attributes including kindness, integrity, generosity, and honesty.

The following areas of the curriculum following a specific blend of the national curriculum and private schemes of work:

18. History; Geography; Music; French; Art and Design Technology; ICT; Physical Education; Swimming; Religious Education; PSHCEE; Drama; General Knowledge/Current Affairs; Classical Studies and reasoning skills.
19. Subject specialists teach Computing, French, Music, Art, Drama, Swimming, Physical Education and in Forms 4, 5 and 6, there may also be some lessons in Classical civilisation, Latin and Mandarin.
20. The head, deputy head and SLT when devising the timetable ensure that the balance of subjects and the time allocated for each subject is appropriate.

Extra-Curricular provision

21. A broad range of extra clubs and squads are provided across KS1 and KS2 to extend and support the curriculum across the school. These are provided by form teachers and specialist teachers throughout the school. The clubs vary from invitation only; clubs focusing on our MAT children, where potential scholars have been identified and those offered to all children.

Relationship to other policies

22. This Curriculum policy embraces policies and procedures for Admissions, Assessment, Assemblies, Equal Opportunities, Health and Safety, Homework, Educational visits, SEN Support, Sex Education and Teaching and Learning.

Subject policies, plans, work scrutiny and monitoring

23. Full details of the subject policies and long-term plans are contained in a separate section on the shared file on Google Drive. Class teachers make copies as needed.
24. When subjects are not taught by subject specialists, the medium-term plans for these areas are drawn up by the Form Teacher at the beginning of every half-term. These plans are placed on Google Drive and checked by the Subject Co-ordinators and SLT with reference to the long-term plans. Medium-term plans by subject specialists are checked by the Assistant Head. There are opportunities for discussion and subject development in the autumn term, when the subject co-ordinators meet and set up their action plans.

Monitoring

25. Subject Co-ordinators may observe class teaching once a year across different Key stages. During the observation (approx. 30-60 minutes), the Co-ordinator should make notes on the common subject observation sheet with particular reference to the children's learning and achievement levels, as well as lesson content. Feedback must be provided verbally in a scheduled meeting and a soft copy uploaded to BlueSky. See Appendix.
26. Subject Co-ordinators are also responsible for work scrutiny of their subject area. Core subjects Maths, English and Science are to be monitored twice yearly whilst non-core subjects are to be checked once a year. Subject Co-ordinators are to choose three books from each year group, from a list of children's abilities provided by the form teacher. These scrutinies of work are to be logged in iCal in advance and as with observations, feedback must be given verbally and a soft copy uploaded to BlueSky.
27. Where subjects are non-book based, these Subject Co-ordinators are responsible for demonstrating the children's work through the use of Google Sites, creating an 'Evidence file' for their subject. These Evidence files are monitored by the Assistant Head and SLT once termly.
28. Subject Co-ordinators are to manage their subject in line with the Curriculum schemes of work and subject action plans throughout the academic year.
29. At the end of each academic year subject Co-ordinators are responsible for logging, which children's books are to be kept for reference.

Rôles and responsibilities of head, other staff, governors

30. The head will ensure that:
- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language, and the use of information and communications technology
31. Other staff, eg the Assistant Head, will ensure that the school curriculum is implemented in accordance with this policy and is responsible for liaising with Subject Co-ordinators to discuss their subject's focus, in line with the Curriculum schemes of work..
32. The governors will ensure that:
- they consider the advice of the head when approving this curriculum policy
 - parents receive timely reports on the progress of their child
 - they participate actively in decision-making about the breadth and balance of the curriculum