BELMONT GROSVENOR SCHOOL

POLICY ON CURRICULUM

For the purpose of this policy 'school' means MTN, BGS, Before /After School Care & BGS Holiday Club.

Philosophy

The curriculum, in its fullest sense firmly underpins the values of Belmont Grosvenor School and reflects the schools aims and ethos. It promotes the learning, personal growth and development of each child. The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children. We believe that intelligence is multi-faceted, and children learn in different ways and our curriculum must support this so that all children have the opportunity to learn and make progress. The policy and plans to support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Aims of the curriculum

The children will be encouraged to develop:

- Their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance.
- A strong belief in the value of learning.
- A respect for themselves and others including paying particular regard to the protected characteristics (under the equality act 2010).
- An ability to work independently and collaboratively.
- An understanding that learning is a lifelong process.
- Lively enquiring minds through questioning, investigating and the making of rational decisions. As well as understanding that the decisions they make are important determinates of their own success and well-being.
- Through work which is appropriate to the age and aptitude of all pupils including those pupils who may have an Education Health Care Plan (EHC).
- Through giving all pupils the opportunity to learn and make progress.
- Confidence in acquiring the basic skills of speaking, listening, Literacy, Numeracy and ICT.
- Interests and skills, including physical skills which will enable them to enjoy and make the best use of their time both in and out of school.
- To show cooperation and understanding between all members of our community
- A knowledge and understanding of the world in which they live as well as preparing them for the opportunities, responsibilities and experiences of life in British society.
- An attitude of respect and care for our environment.
- An understanding that our actions have an impact on others and on the environment.
- An understanding of the British Fundamental Values of democracy, the rule of law, individual liberty.
- Racial tolerance and mutual respect for those with different faiths and beliefs
- Recognition of aspirations and achievements and celebration of success.

The schools PSHE (Personal, Social, Health and Economic Education) curriculum fully reflects these aims and ensures there is ample opportunities for pupils of all abilities to be challenged and make progress. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a)

The core curriculum is followed by all pupils and includes the following statutory skills:

Linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative.

• **Linguistic:** This area is largely addressed by the core English curriculum which provides for teaching and progression in reading, writing and speaking and listening. Further opportunities for learning occur through spoken-language clubs during school or by taking part in extra-curricular Music and Drama Clubs. The school also holds various school productions which enable pupils to develop their spoken skills as well as hosting LAMDA examinations and taking part in the Harrogate Music and Drama Festival. Periodic book weeks/days, theatre visits,

poetry competitions and handwriting activities are held to provide additional stimulus. Writing skills are also rehearsed across the curriculum. Linguistic skills are further taught and encouraged through the teaching of foreign languages: French from Pre-Reception to Year 6.

• Mathematical: This area is largely addressed by the core Mathematics curriculum which provides for making calculations, understanding and appreciating relationships and patterns in number and space, developing a capacity to think logically and express thoughts clearly. Mathematical skills are also addressed where appropriate in other areas such as Science, Computing, Topic and Music.

• Scientific: This area is largely addressed by the core Science curriculum. The development of science skills, such as enquiry, observation, forming hypotheses, conducting experiments and recording findings also form an important part of the science curriculum. Scientific skills are also addressed where appropriate in the areas such as Maths, Topic, PSHE and Computing.

• Technological: This area is largely addressed by the core curriculum in Computing and Science. In Computing pupils are taught to use a range of applications including word-processing, multimedia, modelling, Internet and email skills, spreadsheets, databases and document organisation. As well as digital literacy BGS also incorporates a variety of computer science/coding topics which are balanced through the medium term planning. E-safety, as well as being a whole school responsibility is taught discretely through all IT lessons. ICT is recognised as being an important tool across the curriculum and is used where appropriate in the teaching of other subjects and in making pupils familiar with the digital world in everyday life. During discreet DT lessons, pupils are given the opportunity to use tools and materials of different types, to plan and evaluate their own and others work and to consider processes and products.

• Human and Social: PSHE plays a vital role reflecting the school's aims and ethos. This area is also largely addressed by the core curriculum in History, Geography and RS. Pupils are encouraged to recognise links within the curriculum so that they can begin to appreciate how human action now and in the past has influenced the planet and its development. Pupils are taken on a variety of trips and meet a number of visiting speakers to develop their awareness of history, the physical environment, religious practices and cultural diversity. In more general terms pupils are taught about issues such as the environment, racism, world poverty, setting and achieving personal goals and living as a community. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a). This is done in a variety of ways including through assemblies and by the influence of the School's culture. Circle time and reflection assemblies also for a part of this area. Teachers act as positive role models for their pupils.

• Physical: This area is largely addressed by the core curriculum in our weekly physical sessions. Pupils have the opportunity to participate in indoor PE lessons as well as outdoor games lessons and swimming lessons. Boys and girls are given equal opportunities to participate in comparable sporting activities. Physical lessons aim to develop pupils' physical control and coordination, their team skills, tactical ability and ability to evaluate and improve their performances in a wide variety of team and individual sports. Pupils are also taught about the basic principles of fitness and health and are encouraged to adopt a healthy attitude through teaching in Science and PSHE about diet. From the age of 7 pupils have many opportunities to play competitively against teams from their own and other schools and pupils of all abilities are encouraged to take part.

Aesthetic and creative: This area is largely addressed by the core curriculum in Art, DT, Dance, Music and Drama. However, all subjects have a creative aspect and pupils are encouraged to explore and develop their creativity and their individual talents throughout the curriculum and in accordance with their skills and abilities. Teachers seek to be aware of the talents of individual pupils and to foster them wherever possible both in formal lessons and in the wider school environment such as during extra-curricular activities and whole school contexts which may include, school productions, Drama festivals, concerts, school music groups, Language Clubs etc. All children are encouraged to learn a musical instrument just as all are encouraged to participate in the school singing assemblies.

Religious Education: This area is taught discretely in the classroom on a weekly basis and through assemblies, visiting speakers and trips and visits out of school. Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We help the children learn *from* as well as about religions.

In addition to the national curriculum areas we also promote 7 Key **learning habits** with a whole school focus on a different one each half term:
Reflection
Flexibility
Independence

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Co-operation
Curiosity and Creativity
Risk Taking
Perseverance

These help to develop a range of character attributes which underpin success in education and employment.

Effective Learning

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel that they belong. Pupils thrive in the lessons, where they enjoy learning and being challenged, and feel that they will succeed and make progress. We aim to offer opportunities for effective preparation of all children for the opportunities, responsibilities and experiences of life in British Society.
See also the Teaching and Learning Policy.

EYFS

The Early Years Foundation Stage, which underpins the curriculum in Magic Tree Nursery, Pre-Reception and Reception classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this key stage, is planned in accordance with the 'Development Matters in the Early Years Foundation Stage (EYFS)' guidance. All of the children in our care have the opportunity to take part in a full range of activities, both child initiated and adult led.

The EYFS curriculum provides the stepping stones to social and academic achievement in all areas. Under the guiding theme of Learning and Developments there are three prime areas and four Specific areas of learning:

Prime areas
- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas of learning are of equal importance and are delivered in conjunction with each other.

We care for a wide range of ages and developmental stages and our aim is to ensure that each child reaches their full potential.

The practitioners carryout focused and spontaneous observations of the children and encourage the children to lead opportunities for play. These observations inform the planning within the Learning Environments and ensure that all children are secure and supported in their learning and progressing on to their next steps.

Through the themes and topics they cover a wide range of activities in each of these areas. We ensure that learning is delivered through play and adult led as well as child led activities appropriate to the age and stage of development of the individuals in the group. When planning and guiding children's activities, practitioners reflect on the ways in which children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

- Playing and exploring
- Active learning
- Creating and thinking critically

EYFS works hard to ensure all children have an opportunity to experience a variety of different activities. Over the week the children are able to take part in French, Swimming (3 years and over), Magical Musicalrama, story time session and dance. All of these activities are to enable children to develop their unique potential and personality.

Pre-Reception also enables children to take part in different activities over the week. These are a Music session, French, Swimming, Forest Schools, Dance, Tennis and Drama. Belmont Grosvenor works hard to ensure that children are able to develop confidence within themselves as well as fine tuning skills for their future learning within the school.

The development of each child is recorded within each child's individual online Tapestry Learning Journey which provides an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations, both adult led and child initiated ensure that an accurate recording of individual attainment is made. With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively.

On entry to Reception at Belmont Grosvenor all children will undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered.

At Belmont Grosvenor School subject specialist teachers in Dance, Drama, French, Music, Swimming, Forest Schools and Physical Education work closely with class teachers to give an accurate picture of attainment in their specialised subject.

Breadth of Learning in the Curriculum

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- Homework club
- Peripatetic Music Lessons
- Visits – both by pupils and visitors into school
- Residential Visits
- Themed Curriculum Days
- Links with other schools, both independent and maintained
- Workshops
- Forest Schools
- Learning Habits
- Enrichment Afternoons
- Learning outside the classroom
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Enrichment support will be offered to our most able pupils in the form of extension groups and individual challenges as necessary.

All of the above activities and opportunities along with the curriculum help to prepare the pupils for responsibilities and experiences adult life.

The school has a clear policy for sex education and RSE is integrated into the curriculum. SMSC is an integral part of this policy and it underpins the schools ethos and values. Aspects of SMSC can be developed through virtually all parts of the curriculum, although some subjects and activities are likely to be more relevant than others.

Differentiation, Learning Support and SEN

Teaching staff differentiate tasks where necessary so that all of the children have the best possible opportunity to learn. Differentiation may be through teaching and learning styles, by classroom organisation, by task, by support or by resources.

If despite differentiation, progress is insufficient, the process of identification will be put in place through the SEN Policy or other appropriate policy.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Well-being

The well-being of everyone in our school community is taken very seriously. Pastoral care is strong and helps to promote excellent relationships between staff and pupils. All religions, cultures and beliefs are celebrated in Assemblies, form time and RS lessons. Many moral and social issues are raised and discussed in PSHE and other subjects. We look for opportunities to promote SMSC in our learning. Children learn about how our country is governed and the role of many people in our community. Pupils have discussions on internet safety regularly and are aware of school procedures should there be a case of cyberbullying.

Planning

Detailed schemes of work are stored electronically so that all teachers can access them. Some are prepared by the Prep and Pre-Prep School teachers and show in detail how the vital communication skills in speaking, listening and literacy and the equally important numeracy skills are taught and developed. The schemes and plans also cover the development of age appropriate linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative skills and knowledge. Some subjects use published schemes of work.

The whole school long term plan also includes reference to learning habits, SMSC, FBV and Sustainability.

Individual teachers make decisions about curriculum content, making sure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with special learning needs. It is recognised that planning needs to be flexible and that planning is subject to modification to allow for a change in circumstance and also pupils' needs, making sure that all pupils have the opportunity to learn and make progress. Plans are annotated to allow them to be updated regularly.

These schemes are overseen by the Headteacher and Deputy Head to ensure that the statutory requirements are met and also ensuring that coverage is balanced and thorough. National Curriculum documents are often used as a basis to inform planning, though teachers should use them as the starting point rather than the ultimate goal.

All subjects are taught in form groups with the exception of physical activities, Drama and Music, which are sometimes taught in combined Year Groups KS1, LKS2 & UKS2.

Core subjects are taught by class teachers as far as the timetable will allow.

See Appendix 1 for further guidance on specific subjects taught in each year group

Monitoring arrangements

Planning is monitored by the senior management team with the Headteacher having overall responsibility for the quality of provision provided for pupils. Various monitoring and evaluating tasks are carried out by the subject leads including, book scrutinies, data analysis, observations and learning walks. These ensure intentions are identified, clear progression is evident and feedback is consistent and in line with the schools marking policy. These tasks link in to Strategic Development Plan priorities and actions, as well as performance management of teaching staff. Findings are also reported to governors and provide feedback to staff in staff meetings to celebrate strengths and identify aspects for improvement.

Additional Information

Reference should also be made to the:

- Teaching and Learning Policy
- BGS Equal Opportunities Policy
- More Able, Gifted and Talented Policy
- SEN Policy
- RSE Policy
- Cross Curricular Policy
- Homework Policy

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- Assessment and Reporting Policy
- SMSC Policy
- English as an additional language

Review

The Headteacher and the SMT are responsible for the reviewing and updating of this policy, which should be done on an annual basis unless deemed necessary within the year.

Appendix 1

Curriculum Plan

KS1 Weekly lessons													
	Number of pupils	Maths	English	Science	PSHE	RS	Topic	Music/drama	French	ICT	Forest school	PE	Swimming
Y1	10	4hrs	7hrs	2hr	30mins	30mins	3.5hrs	1hr 30mins	30mins	30mins	1hr	1hr	1hr
Y2	8	5hrs	6hrs	1hr	30mins	30mins	3.5hrs	1hr 30mins	30mins	30mins	1hr	1hr	1hr

KS2 Weekly lessons														
	Number of pupils	Maths	English	Science	PSHE	RS	Humanities	Music/drama	French	ICT	Art/DT	Forest school	Games	Swimming	
Y3	14	5hrs	5hrs	2hr	30m	30m	1hr	2hrs	1hr	1hr	1hr	1.5hr	4hrs	1hr	
Y4	9	5hrs	5hrs	2hr	30m	30m	1hr	2hrs	1hr	1hr	1hr	1.5hr	4hrs	1hr	
Y5	9	5hrs	5hrs	2hr	30m	30m	1hr	2hrs	1hr	1hr	1hr	1.5hr	4hrs	1hr	
Y6	13	5hrs	5hrs	2hr	30m	30m	1hr	2hrs	1hr	1hr	1hr	1.5hr	4hrs	1hr	