



CLEVE HOUSE SCHOOL AND LITTLE CLEVE PRE-SCHOOL AND NURSERY

Curriculum Policy

This policy applies to all pupils in the school, including those in the EYFS. It pays due regard to any policies and procedures in the Safeguarding Policy and meets the requirements of the Equality Act 2010.

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By

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Curriculum Policy

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the senior schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan/GT.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares them well for the opportunities, responsibilities and experiences of life in British society, including the provision for their economic well-being. It enables children to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 2 and 11. In the Early Years, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS). Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level, it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and always promotes their welfare and safeguarding.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we strive to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life. It offers a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways
- Ensures pupils understand their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation)

- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.

CURRICULUM ORGANISATION:

The curriculum is organised appropriately and effectively in terms of time allocation per subject. Pupils are taught in mixed ability groups.

Reception to Year 6 are taught by class teachers. They have subject specialists for Spanish, computing, music, PE and sport. Some subjects in KS2 might be taught by another class teacher according to subject specialism.

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively.

They learn the following subjects:

- Academic - English, mathematics, science
- Linguistic – Spanish
- Human and Social - history, geography, religious education
- Aesthetic and creative education - art, music, dance, drama
- Life Skills – personal education and personal, social, health and citizenship education; Physical – Individual and Team Sports Clubs
- Technological - ICT, design and technology

Foundation Stage (Age 2 – 5 years)

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on:

- Three prime areas of learning most essential for children’s readiness for future learning and healthy development; communication and language, physical development, and personal social and emotional development
- Four specific areas of learning which build on the prime areas; literacy, mathematics, understanding the world and expressive arts and design

Within these the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, playing active learning, and creating and thinking critically.
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, Spanish and physical education.

Key Stage 1: (Years 1 and 2):

Pupils are taught English, maths and science, with art, PSHE, history and geography taught on a cross curricular topic-based format.

Key Stage 2: (Years 3-6):

Subjects taught are English, maths, science, history, geography, Spanish, PE/games, art/DT, music, ICT and PSHE. Although the National Curriculum programmes of study are covered, and the Key Stage 2 tests are taken at the end of Year 6, there will be some diversification from this in some subjects, due to the entry requirements of a variety of destination schools. At 11, to meet this demand, many subjects need to cover additional work for the 11+ selection system, 11+ Common Entrance and Scholarship work.

The curriculum fully complies with statutory requirements and coherent provision is made for the integration of the major cross-curricular skills. Further detail on content for each subject can be found in the subject policy documents.

Pupils have the opportunity to represent the school in teams for various sports and a varied programme of extra-curricular activities open to all pupils will be provided.

Successes in these activities are celebrated in various ways such as awards assembly, displays and performances.

The hidden curriculum, such as the pastoral care system, the house system and the many ways in which pupils can take on responsibility, such as the prefects, school council and green council all enhance social development.

Equal Opportunities and Safeguarding:

The curriculum at Cleve House School and Little Cleve Pre School and Nursery is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHE curriculum affords opportunities to be responsive to arising issues, and e-safety awareness is taught throughout the curriculum and particularly within the computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and stages of development.

Pupil Progress and Assessment:

Pupil progress meetings are held regularly, at staff meetings, to help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENDCo for further investigation into their needs. Where specific needs are identified, and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile and the 2 years olds' progress check. Results of the Early Years Profile are provided to parents and Bristol City Council on request.

English As An Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a very small percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.