



Dair House School Curriculum Policy



Monitoring: Director of Studies

Updated: November 2018

Review: August 2019

Introduction

This policy is effective from the EYFS to Year 6.

Dair House School's curriculum is not only composed of planned activities that we organise in order to promote learning and personal growth and development, but it also includes the wide range of extra-curricular activities available at the school organised in order to enrich the experience of the children and the 'hidden curriculum' - what our children learn from the way they are treated and expected to behave.

We want our children to grow into happy, optimistic, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

The Dair House School curriculum is underpinned by the values that we hold dear at Dair House School and the Fundamental British values. 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.

The main values of our school, upon which we have based our curriculum, are:

- Respect, fairness and honesty;
- Kindness;
- Self-confidence;
- Co-operation.

The Fundamental British values we reinforce are:

- Democracy;
- The rule of law;
- Individual liberty;
- Mutual respect for everyone;
- Tolerance of those with different faiths and beliefs.

We teach these values through assemblies, RE and PSHE lessons and through our interactions with the children.

Aims and Objectives

The Dair House School curriculum provides for:

- full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- subject matter appropriate for ages and aptitudes of all pupils, including those pupils with a statement or an Education, Health and Care (EHC) Plan and the most able;
- pupils to acquire skills in speaking and listening, literacy and numeracy;
- where a pupil has a statement or an EHC plan, education which fulfils its requirements;
- English as an Additional (EAL) where the principal language of a child is not English and that child may need tuition in their principal language;
- personal, social and health education which reflects the school's aims and ethos;
- all pupils to have the opportunity to learn and make progress;
- adequate and relevant preparation of pupils for the opportunities, responsibilities and experiences of their future life;
- all children to learn and develop their skills to the best of their ability with a positive attitude to school and to lifelong learning;
- children to be creative and to develop their own thinking;
- children to learn about their developing world, including how their environment and society has changed over time;
- children to understand Britain's cultural heritage and values;
- children to be positive citizens in society to support their Spiritual, Moral, Social and Cultural (SMSC) development;
- children to have an awareness of their own spiritual development and to understand right from wrong;
- children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- children to develop their sporting abilities;
- children to develop an appreciation of music, art and drama;
- children to have respect for themselves, to have high self-esteem and to be able to live and work co-operatively with others;
- the fulfilment of the requirements of the National Curriculum and EYFS;
- children to gain entry into a variety of secondary schools including both the maintained and independent sectors.

Planning

We plan our curriculum in three phases:

1. Overview - A long-term plan is agreed for each Key Stage. This indicates which topics are to be taught in each term and to which groups of children.
2. Medium-term plans – These are half-termly and termly. We give clear guidance on the objectives we use when teaching each topic.

3. Weekly plans/ extended medium-term plans – With reference to the Medium Term Plans we use these to set out the learning objectives for each session to identify what resources and activities are to be used in the lesson and to evaluate the children’s learning.

Organisation

EYFS: The planning for the curriculum taught in Nursery and Reception focuses on the Early Learning Goals and on developing children’s skills and experiences, as set out in this document. At Dair House School we fully support the principle that young children learn through play and by engaging in structured, well-planned activities with both child- and teacher-led opportunities.

Key Stage 1: An inter-disciplinary topic approach to curriculum planning is used. The curriculum is planned carefully so that there is coherence and full coverage of all aspects of the National Curriculum. There is planned progression in all curriculum areas and specialist teachers for subjects such as: RE, Music, PE and French.

Key Stage 2: The curriculum from Year 3 to Year 6 at Dair House School follows the National Curriculum as a framework. We place a greater emphasis on the Core and Foundation subjects individually than in Key Stage 1. Many of the subjects are taught discretely by specialist teachers. We use setting and in-class differentiation to address the needs of the children.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Children with SEND or Receiving Learning Support

The curriculum at Dair House School is designed to provide access and opportunity for all children who attend the school through differentiation of materials, task or outcome. If it is deemed necessary to significantly adapt the curriculum to meet the needs of individual children, then it is done after consultation between the SENCo, teachers, Director of Studies, Head and parents.

The SEND Code of Practice (2015) provides the framework for our SEN provision. If an EHC has been agreed through relevant consultation with external agencies, Dair House School will make adjustments as necessary to meet the recommendations of the EHCP. We have a SEN register of children who receive assistance from our SENCo and other Support Staff. This sets out the nature of the support and outlines how the School will provide it. It is monitored and formally reviewed each half-term to ensure appropriate support is being provided.

Please refer to our SEN Policy for complete details.

Delivery

Dair House School uses a range of teaching methods and resources to support the successful implementation of the curriculum. Each class room from Nursery to Year 6 is fully resourced for their curriculum.

Dair House School seeks to enhance the curriculum through regular educational visits, and visitors for children.

Specific Curriculum Content and Time Allocation

The Head, in conjunction with the Director of Studies and other members of the Senior Management Team at Dair House School, ensures that each subject area receives an appropriate allocation of time.

Extra-curricular activities

Dair House School places a great deal of importance on offering an extensive programme of extra-curricular activities. This enables the children to develop their abilities in many varied areas which are not necessarily addressed in specific lessons. This programme changes on a termly basis.

Roles and Responsibilities

Director of Studies:

- review and update the curriculum as and when necessary;
- liaise with the Subject Co-ordinators, SENCo and class teachers;
- stay abreast of updates in the curriculum;
- conduct book scrutinies;
- conduct learning walks;
- review planning;
- organise and review assessment procedures.

Subject Co-ordinator:

- provide a strategic lead and direction;
- support and offer advice to colleagues;
- provide efficient resource management.

It is the role of each co-ordinator to keep up to date with developments in their area, at both national and local level. They review the way the area is dealt with in the school and plan for improvement. This development planning links to whole-school objectives.

Class Teacher:

- ensure the curriculum is taught successfully and in accordance with subject policies;
- ensure work is assessed and marked in accordance with the Marking Policy;
- ensure that relevant resources are used;
- ensure the class room is inspiring, attractive and conducive to successful learning;
- plan lessons and activities which are appropriate for the ability levels of their children;
- liaise with the Director of Studies, SENCo and parents.

Monitoring and Review

The SMT are responsible for monitoring the way the school curriculum is implemented. This Curriculum Policy will be reviewed annually by the Governors' Education sub-committee.